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The emphasis in this annotated bibliography of research reports is on relations among ethnic, racial, and religious groups. The research is in different stages of completion (contemplated, ongoing, or completed). The reports vary in amplitude and detail, including research in foreign countries. Also, the reports are organized according to their major concern: attitudes; the characteristics; structure; and position of the various groups; patterns of discrimination, segregation, desegregation, and integration; civil rights; education for the culturally disadvantaged; crime and delinquency; the Radical Right; action programs; and international education. Student studies and summary papers are also listed. Whenever possible, an author's own summary serves as the annotation, and his address accompanies the citation of his report. (EF)

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Edited by Melvin M. Tumin and Cathy S. Greenblat

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Research Annual on Intergroup Relations–1966

EDITED BY

MELVIN M. TUMIN

AND

CATHY S. GREENBLAT

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FOREWORD

The increase in the amount of research reported in this year's bulletin, as against last year's (719 items versus 458), reflects the evident increase in research activity itself and, in part, a more thorough canvass of possible sources of such research. The increased activity in research in intergroup relations is itself a product of greater interest, availability of funds and number of researchers. The more extensive coverage of sources is due totally to the energy and activity of Mr. Oscar Cohen and his staff at the Anti-Defamation League of B'nai B'rith. This year, as in all previous years in the life of this bulletin, all costs of the bulletin have been met by the Anti-Defamation League. So, too, all of the mailing, preparation for press, and distribution of the bulletin have been handled by the ADL. One can hardly doubt that the production and distribution of the bulletin, and the resulting increased awareness by social scientists of the extent to which their colleagues are engaging in research in intergroup relations, have contributed substantially to the augmented interest and activity in this field of investigation.

For those who encounter this bulletin for the first time, it is important to clarify the criteria used to decide whether to include reported research. The first set of criteria refers to the term "intergroup." In general, studies were judged eligible for inclusion if the groups whose characteristics and relationships were examined could be classified as ethnic, racial, religious, or national in character. Excluded were studies, however excellent, which focused primarily on groups defined by age or residence or socio-economic class.

The second set of criteria for inclusion arises from the term "relations." Our principal interest in this bulletin has been with *relationships* between religious, ethnic, and racial groups.

It has become increasingly difficult to adhere to these criteria with any degree of firmness. For one thing, much of the research has become more sophisticated; so relationships among groups are explored for the possible relevance of a number of defining and characterizing variables, including both "eligible" and "ineligible" types, e.g., where the relationships of socio-economic classes are studied for the possible relevance of their ethnic or religious composition. This sophistication is much to be welcomed, however difficult it may make the task of deciding what to include and what to leave out. For it has become increasingly clear that intergroup relations are multifaceted, and that no single set of defining characteristics is likely to be adequate to account for the nature of the relationships. Admittedly our judgments regarding inclusion have been less than perfectly uniform, and some researchers may therefore find legitimate grounds for disputing our decisions.

A second source of difficulty in following our guidelines has been the focus of a significant number of studies on the special characteristics of one or another group, e.g., attitudes toward white fellow students on the part of Negro students; and the relationships are therefore implicit rather than explicit. Perhaps even more questionable has been our decision to include some studies which sought to clarify such matters as the socio-economic or residential characteristics of a religious or ethnic group, without reference either to attitudes or active relationships with other groups. We have reported such studies from time to time, when, in our judgment, the group in question, or the sets of findings, or both, have been especially noteworthy and interesting. Again, we have been admittedly uneven in these judgments and may, as a result, have failed to include some reported researches which perhaps "deserved" a place in this bulletin more than some that were in fact reported.

The great range in fullness of reporting, noted in last year's bulletin, recurred this year; so once again the reports printed here vary considerably in their amplitude and details. Some reports contained only a few lines of information. Some were accompanied by full-scale monographs. Our versions of the research have tried to incorporate the verbatim reports or summaries by the authors, wherever possible. Where matters of method or procedure or substantive finds are not clear, the readers are urged to correspond directly with the authors, whose addresses are provided for this purpose.

The researches also vary in their stages of completion. A dagger marking a report indicates the research is "contemplated." An asterisk denotes work that is "ongoing." Unmarked reports have, to the best of our knowledge, been completed.

Students of intergroup relations will be interested and, it is hoped, pleased that the proportion of "action research" studies to all others has this year significantly increased. Probably this reflects, among other things, the considerable growth in agencies, both private and public, which have turned their attention to the fates and fortunes of ethnic, religious, national, and racial groups, especially as the newly awakened interest in "poverty" has brought the plight of underprivileged groups more squarely and unavoidably to public consciousness.

Note must also be made of the greatly increased number of reports from countries other than the United States. It has been most gratifying to watch the flow of mail from all parts of the world, much of it containing information regarding significant and worthy scientific research in intergroup relations, both contemporary and historical.

To all those who took time and effort to provide the reports that constitute the substance of this bulletin, the editors express their gratitude and appreciation, and wish to share with their colleagues the feeling that this network of colleagueship, though nominally impersonal, has proved, over the years, to be an important ingredient in the development of this field of studies.

The assumption by Mrs. Cathy S. Greenblat of an increased share of the responsibilities for the editing of this bulletin is reflected in her inclusion as a co-editor, a title she amply merits. Very considerable assistance was also provided by Miss Jacquelyn Hunt, and we should like to acknowledge our appreciation of the excellence of her efforts. Finally, Mr. Oscar Cohen, Program Director of the Anti-Defamation League, and a tireless worker and vital source of inspiration in the field of intergroup relations, must be singled out for the kind of mention that belongs to the person who was genuinely indispensable to this enterprise at every stage, from conception to publication.

MELVIN M. TUMIN

Princeton University

Research Annual
on Intergroup Relations—1966

I. RESEARCH IN ATTITUDES

PATTERNS OF BELIEF AND ATTITUDES

***1. Attitudes of Catholics Toward Religious, Racial and Ethnic Minorities,** *Donald N. Barrett, Department of Sociology, University of Notre Dame, Notre Dame, Indiana.*

A number of bishops in Indiana have been persuaded to execute census surveys, asking opinion-attitude questions. These efforts include counts of all Catholics in each diocese (e.g., about 60,000 adults in central Indiana). One diocese has already accumulated data from all its adherents concerning attitudes toward other groups, such as members of other religious denominations and minority groups. It is expected that samples will later be drawn for testing along the same lines. Two hypotheses are presently being tested with the preliminary data: (1) With the ecumenical movement gathering speed among Catholics, attitudes toward Protestants will become more favorable and more knowledgeable; (2) the past record of Catholic attitudes toward some minorities, e.g., Negroes, Jews, etc., may not be undergoing much change, except in certain segments of the respondent population.

2. Ethnic Distance as It Appears in Teachers from Three Elementary Schools of Differing Ethnic Composition, *Emma M. Cappelluzzo, College of Education, University of Arizona, Tucson, Arizona.*

The research study deals with three different samples of teachers. Three schools, one homogeneous, one heterogeneous, and one in ethnic transition, were defined. The teachers were then administered the Rokeach Dogmatism Scale, the Bogardus Scale, and an open-ended interview. The following question ordered and directed the study: "What is the relationship between the ethnic distance of teachers where minority groups are new to the school population and that of teachers in schools with ethnically static populations?"

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* An asterisk denotes an ongoing study.

It was reported that mean scores from the Bogardus Scale showed no significant differences between those in the three schools. Teachers in the school in transition scored higher in authoritarianism and general intolerance than those in the heterogeneous and the homogeneous school. No correlation between the Bogardus and Rokeach scales was found. The interviews, however, provided three distinct emergent patterns for the three schools. The interview provided the most vivid information and revealed ethnic distance in all teachers in the sample. Expression varied, and degree of intensity varied. Interviews conducted without tape or notes proved to be the most fruitful technique.

3. Attitudes of Thai Students, *Donald O. Cowgill, Department of Sociology, Wichita State University, Wichita, Kansas.*

The Bogardus Social Distance Scale was adapted for use with Thai students. It was first administered to only one class at the new Chiengmai University in northern Thailand; then, with further adaptations suggested by the students, it was administered to the entire freshman class.

"Greatest social distance was for 'official political enemies' as defined by the government, but marked antagonism is registered toward certain religious categories such as Moslems and Jews—this in spite of traditional Buddhist tolerance. There is practically no prejudice based upon race as such. Most favorable attitudes were expressed toward Americans, British and Japanese."

***4. Anti-Jewish Propaganda in Western Civilization,** *John E. Cramer and William J. Darcy, Department of Sociology, Mount Mercy College, 3333 Fifth Avenue, Pittsburgh, Pennsylvania.*

The researchers are trying to uncover evidence of long-range, cumulative, anti-Jewish propaganda in Western civilization. They report: "This involves slow search of documentary collections, histories, etc. Between us we use about eight languages and Mr. Darcy is also a paleographer, so we have undertaken the task in order to dig out the root themes of western anti-Semitism. The hypothesis is that anti-Semitism is ancient; continuing to gain strength after the fifth century A.D., it was accelerated in medieval times, and as a social psychology, produced a propaganda which still lies just beneath the surface and overcomes rationality at any time the Christian myth is assumed to be threatened or made to appear so by a power element which needs what Jews are alleged to have or needs a foil to organize society. We are rather surprised at the degree of what appears to be deliberate suppression of anti-Jewish statutes, evidence of pogroms, and other discriminatory acts by otherwise respectable historians."

5. A Comparative Study of Value Orientations Among Three Ethnic Groups Living in the Province of Manitoba,

Department of Agriculture and Conservation, Extension Service, 715 Norquay Building, Winnipeg, Manitoba, Canada.

The primary objectives of the study were: (1) To discover, analyze, and compare certain of the basic, implicit values adhered to among the rural Ukrainian, Icelandic, and (non-Mennonite) German people living in the Interlake region of Manitoba; (2) to indicate the relevance of the findings to the question of receptiveness to social change on the part of these three ethnic groups; and (3) to put to an empirical test a newly developed theory and method that was specifically designed to reveal and analyze the *value orientations* of human groups.

"The first objective, which was considered to be the most important of the three, was realized and in full measure. The value orientations of each ethnic group by generation and sex are presented for each of the twenty-four items contained in the primary research instrument. This data was analyzed and value orientations were compared as between and among the members of each ethnic group according to the variables of generation and sex. It was discovered that value orientations were frequently affected by sexual and generational affiliation. Inter-ethnic group comparisons also revealed that certain of the variations that appeared in value orientations were due primarily to ethnic affiliation. In fact, where differences due to sex or generation occurred they were not infrequently phrased differently in the different ethnic groups. Accordingly, the findings indicate that differences in the ethnic groups in question are not confined to certain aspects of their *overt* cultures, such as language, but are found in their *covert* cultures, as well. The discovery of the fact, which was derived empirically, that there exists significant variations in the value orientations of these three ethnic groups and the description of that variation represent the most important achievement of the research project.

"With regard to the second objective, the findings of the study were not expected to determine whether one ethnic group was more receptive to change in general than another. According to the theory of value orientations, information concerning the content of the value orientations of a group is directly relevant to the problem of judging its degree of receptivity, not to social change in general, but to change in quite specific life-situations. We are of the opinion that the results of the study which involves identifying the characteristic ways of evaluating and solving a series of specific hypothetical life-situations can be usefully applied in combination with other kinds of information in making predictions about the response on the part of one or other of these groups to particular, real-life situations.

"The third objective was achieved. Results obtained with the Kluckhohn Schedule were generally considered to be reliable and valid. Its use in this study as a primary research instrument did not reveal any serious flaws in either respect."

6. Public Opinion Poll in Germany, *EMNID-Institutes GmbH & Company, 48 Bielefeld, Postfach 9511, West Germany.*

Two surveys relevant to the area covered in this book were conducted by the institute. The survey question asked: "Do you think that the following groups in the Federal Republic of Germany have more influence, less influence, or just the amount of influence they should have?" Eight religious or political pressure groups were mentioned. In December the question asked was: "Which characteristics do you regard as the most outstanding with Americans, Russians, French, and Germans?"

The results of the first survey were published in numbers 5 and 7, 1965, of the *EMNID Informationen*. The result of the second survey is dealt with in Issue Number 3, 1965.

***7. Ethnic Social Distance on a College Campus,** *Dean G. Epley, Department of Sociology, Bradley University, Peoria, Illinois.*

The Bogardus Social Distance Scale was administered to a sample of 422 college students to determine the current status of their attitudes toward sixteen different ethnic groups. The sample was representative of the college population as a whole except that there were proportionately fewer males for such dimensions as class rank, Greeks and non-Greeks, religious affiliation, family social status, and grade-point average.

The hypotheses of this study are that: (1) highly visible ethnic groups will receive high social-distance scores; (2) relatively unknown ethnic groups will receive high social-distance scores; (3) Jewish students will manifest greater social distance than non-Jewish students. The reported findings were that the first two hypotheses received general support. The third hypothesis also received support except in the case of the Negro minority, to which the Jewish students showed less social distance than the non-Jewish students. The Jewish portion of the sample (21 per cent) was equal to and representative of the total campus Jewish population.

***8. Negro Self-Concept and Its Relation to Color Attitudes Including Attitudes to Whites,** *Neil Friedman, Miles College, Birmingham, Alabama.*

The design of this study is to readminister the Color Ratings Test developed by Charles S. Johnson for *Growing Up in the Black Belt* (American Commission on Education, Wash., D.C., 1941). Thus far the test has been administered to the tenth, eleventh, and twelfth grades in a rural county training school in Alabama. The author is interested in whether attitudes to blackness have changed any since Johnson's finding that "If you're black, stand back" was a common feeling among Negro adolescents.

He hypothesized that it is no longer quite so terrible a thing to Negroes to be black; if black has not yet become "a beautiful color" (Baldwin) it is at least on its way to becoming so. So far, he has found the following: (1) Black is no longer associated so much with evil, badness, ugliness, etc.; (2) White is now much more associated with these negative attributes.

9. The Relationship Between Self-Acceptance and Acceptance of Others in Four Communities, *Joachim M. Fuster, St. Xavier's College, Bombay-1 (BR), India.*

The subjects were 30 boys and 30 girls of each of the four communities (Mohammedans, Hindus, Catholics, and Parsis) taken from St. Xavier's College and Sophia College. In all there were 240 Indian undergraduates. There were two major hypotheses: "(1) Congruence between perceived self-acceptance and ideal self-acceptance varies directly with objective acceptance of others; and (2) the relationship of congruence between perceived self-acceptance and ideal self-acceptance to objective acceptance of others is a function of various psychological factors, as found in Indian College student communities."

The Q-Methodology was used with factor analysis. The correlations for the first hypothesis were: .40 for Parsis (1 per cent level); .29 for Hindus (5 per cent level); .05 for Catholics (not significant); and .13 for Mohammedans (not significant). The factorization results showed a Parsi-Hindu difference in the variances of their respective factor loadings, which is significant at the .05 level. The Parsis' loadings clustered around a pattern; while the Hindus' were scattered all over the field.

10. Negro-White Differences in Attitudes and Behavior, *Norval D. Glenn and Leonard Broom, Sociology Department, University of Texas, Austin, Texas.*

These researchers have done a secondary analysis of national survey data to examine Negro-white differences in attitudes concerning religion, politics, international relations, child-rearing, personal morality, work, etc. By controlling region of residence and educational level, they have estimated how much of the Negro-white difference is a regional and socio-economic difference and how much grows out of the unique experiences and conditions of Negroes. Negro-white differences have been compared for clues as to the trend in Negro-white differences.

Many differences in attitudes and behavior have been found that cannot be explained by region or education.

*11. Attitudes Toward Jews and Negroes Among Adolescents, *Jane Allyn Hardyck and M. Brewster Smith, Survey Research Center, University of California, 2220 Piedmont Avenue, Berkeley, California.*

This study used as its sample three Eastern urban communities each having approximately 15 per cent Negroes and varying in the percentage of Jewish students (42 per cent, 27 per cent, 0.7 per cent). The main concern of the study was with the differences in the development of attitudes toward Jews in situations of high, medium, and low potential contact with Jewish students. Also studied were the differences among the communities in both absolute level of prejudice and in patterns of development of prejudice, and comparisons of students from different home backgrounds within the communities.

Self-administered questionnaires were given to a total group of eighth-, tenth-, and twelfth-grade students in the three school systems. Measures were made of stereotypes, social distance and sociometric choices of Jews and Negroes by majority-group students.

The researcher reports the following findings: (1) a strong relationship between actual friendships and lack of prejudice in all three schools; (2) no over-all differences between communities in social distance to Jews; (3) more agreement to negative stereotypes of Jews in those communities in which there are more Jewish students; (4) social class background related to prejudice toward Jews only in the community in which 42 per cent of the students are Jewish.

12. Negro Attitudes Toward the Law in a Northern Working Class Community, *Marvin L. Henricks, Department of Sociology, Indiana Central College, Indianapolis, Indiana.*

To validate empirically or dismiss certain assumptions about the Negro and the law, approximately 100 interviews were conducted. The researcher reports that "this was a highly questionable sample, but the findings were submitted with the thought of being provocative rather than authoritative. It was also assumed that some information stated tentatively is better than no information. It was found that direct involvement with the law is nearly universal in this group. Despair is not universal, but a general feeling persists that to be both poor and Negro is most disadvantageous. These people recognize the advantage of being represented by adequate counsel. There is no preference for Negro police."

13. Relationships Between Malays, Dayaks, and Chinese in Sarawak, *M. A. Jaspan, Department of Anthropology, University of Western Australia, Nedlands, W.A., Australia.*

Dr. Jaspan's study has been based on participant observation carried out *in situ* in Sarawak. "Attitudes toward other racial and ethnic groups in the population were solicited from informants in the two largest towns, Kuching and Sibu, and in rural markets and longhouses in the second and third divisions of Sarawak. Responses from 73 individuals, chosen randomly, were obtained. The sample included certain special stratified emphasis, without being a rigorously stratified sample: these emphases included schoolteachers, professional men, civil servants, artists, writers, and peasant farmers. Field work thus far carried out is considered to be more in the nature of a pilot survey than a completed field project.

"Where a dependent colonial society achieves political independence as a result of 'outer-direction' there is a sharp increase in internal instability which, in a plural racial or ethnic society, exacerbates intergroup hostility and tension. The 'outer-directing' force deliberately fosters such segmentation, the negative results of which reinforce the need for the presence and hegemony of the outer force. The material is still in process of analysis, but everything so far done indicates the correctness of this hypothesis."

*14. Racial Identity and Perception Among Negro Youth, *Lawrence F. Kasperbauer, Department of Sociology, Canisius College, 2001 Main Street, Buffalo, New York.*

"There are many who believe that all Negroes prefer to identify and interact with other Negroes rather than whites, and that a tremendous amount of 'consciousness of kind' or ingroup identity prevails among all Negroes which drives them to generously open their door and to share their meal with another Negro whether a stranger and/or of different social standing. This research is intended to determine if such identity does actually exist, and if so, to what degree. Also determined is the Negroes' preference for certain individuals in interaction situations related to each of the major institutions."

A two-page questionnaire was developed and administered by a Negro male youth leader to 147 teen-agers (boys and girls) who were in attendance on a given evening at a recreation center in Buffalo. All were high school students; they represent eight schools. Data have been punched into IBM cards for analysis.

15. Ethnic Attitudes of Johannesburg Youth, *Henry Lever, Department of Sociology and Social Work, University of the Witwatersrand, Milner Park, Johannesburg, South Africa.*

A modified Bogardus Social Distance Test was administered to a representative sample of 2,302 white pupils attending high schools within the area of Greater Johannesburg. A 10 per cent random sample of pupils was selected within each of the 44 participating schools. Respondents were required to indicate their attitudes toward nine ethnic groups: English-speaking South Africans, Afrikaans-speaking South Africans, Jews, natives (Bantu), Hollanders, "Coloreds," Britons, Germans, and Indians.

Thirteen hypotheses were formulated. These were concerned mainly with expected differences in attitude according to the following characteristics of the respondent: Type of school attended, sex, religion, and socio-economic status. The researcher reports the following findings: (1) The ethnic group to which the respondent belonged was found to be the most important factor affecting his attitudes. (2) The importance of sex as a factor affecting social distance depended upon the ethnic group to which the response was made. (3) In Afrikaans schools, socio-economic status was found to be directly related to social distance in respect of Jews. (4) In English schools, status was inversely related to social distance in respect of natives, coloreds, and Indians.

16. Comparative Social Distance Toward Homosexuals, Cheaters, Jews, and Negroes, by Western Michigan University Students, *Dennison Nichols, c/o Chester L. Hunt, Department of Sociology, Western Michigan University, Kalamazoo, Michigan.*

The thesis used an adaptation of the Bogardus Social Distance Scale. The sample included one-twentieth of the university population, selected on a random basis; this amounted to approximately five hundred students. Social distance, it was hypothesized, will be greater with homosexuals and cheaters than with Jews and Negroes, and probably least with Negroes. Students were given a social distance test which applied both to the general category and also to reactions to an individual who is identified as belonging to a particular category and is described in a life-history paper about two pages in length. The hypothesis was maintained. Especially for homosexuals, a considerably greater degree of social distance was found in the stereotypes as contrasted to the individual description.

17. Ethnic Cleavage in a California School, *Theodore W. Parsons, Department of Social Studies Education, Florida State University, Tallahassee, Florida.*

"Ethnographic and sociometric procedures have been used to study ethnic cleavage in a selected California community of Anglo and Mexican-Americans. Within the context of community patterns, special attention was given to the nature and development of ethnic cleavages between Anglo and Mexican-American children (grades kindergarten through 8) both within and without the school. Participant observation and interview techniques were employed in the community over a period of three years; some forty days were spent in observing the school. A sociometric instrument was administered to 491 of 591 pupils in the school. The data indicate that: (a) there is a dramatic, almost total, cleavage between Anglo [-American] and Mexican-American adults; (b) this cleavage is supported by sets of mutually reinforcing stereotypes held by members of the two groups; (c) the adult patterns are reflected within the school and reinforced by certain school programs; (d) cleavage is marked in all grades and accelerates rapidly after the third grade; (e) there is 90 per cent cleavage by the sixth grade and 100 per cent by the mid-eighth grade; (f) Anglos at all levels have greater in-group self-preference than do Mexican-Americans; (g) cleavage is greater among girls than boys; (h) where prestige factors are involved, Anglos show extreme in-group preference and Mexicans show high out-group preference. Data on Anglo stereotypes show that these are strongly held by elementary school-age children. Results also indicate that Mexican pupils have assumed certain aspects of the Anglo stereotypes. It is concluded that the school in this and similar Southwestern communities is an important contributor to the maintenance of the ethnically differentiated social structures of these communities."

***18. A Study of Prejudice in Negro and White College Students,** *Luis Proenza and Bonnie R. Strickland, Department of Psychology, Emory University, Atlanta, Georgia.*

The present study is an attempt to document intensity of prejudice among Southern and Northern college students as well as to investigate significant methods of assessing prejudice. To study regional, race, and sex influences on prejudice, the authors in the study used both a modified form of the Bogardus Social Distance Scale and semantic-differential ratings for the concepts "Negro," "white," "integration," and "segregation." Subjects were members of introductory psychology classes in colleges in the North and South. There were 79 Negro students and 119 white students in the South and 59 white students in the North participating in the study. The researcher reports that differences in ratings made by the white students were significant only in the case of the Bogardus Scale. Significant differences between races were found in the semantic-differential ratings of Negro, segregation and integration—with Negro students being more favorable toward the concepts Negro and integration and less favorable toward segregation than were whites. Negro students were more favorable toward the concept white than were white students toward the concept Negro. Significant correlations were found between the Bogardus Social Distance and semantic-differential ratings of integration and segregation but not with ratings of Negro and white.

***19. The Structure of Stereotypes,** *Erwin K. Scheuch, Department of Sociology, Institute for Comparative Research, University of Cologne, 5 Koln-Linderthal, Linderburger Allee 15, Western Germany.*

"This is a secondary analysis of a variety of survey research studies, covering stereotypes about people of various countries, attitudes toward their governments and policies, and evaluation of their products. Most of the material is based on nation-wide sampling. The research problem is: Underlying the great variation in attributes assigned to various people, there is a finite number of 'families of prejudices' that can possibly be described in a two-factor space: (1) instrumental attributes; (2) private life attributes. The individual stereotypes can be understood as different locations along the positive and the negative axes of the two-factor space."

The researcher hypothesized that the cognitive aspects of stereotypes are more constant than the valuations; the valuations are a function of self-evaluation along the dimensions "instrumentality" and "private-life attributes." He reports the following findings: "From the preliminary research we see that as optimism increases, so does liking of other people; if self-evaluation improves, so does positive evaluation of others." Still puzzling, he reports, is the high amount of agreement among nations about stereotype characteristics. The main work on the study started at the beginning of July, 1966.

20. Ethnic Identity and Antipathy Among Undergraduates, *Bernard E. Segal, Department of Sociology, Dartmouth College, Hanover, New Hampshire.*

Standardized questionnaires of the same form were given to two samples, each of 100 students, drawn randomly from among Jewish and non-Jewish students at a liberal arts college. The analysis was typical of most dealing with survey research data, depending largely on cross-tabulation and comparison.

Several findings are reported: (1) Fraternity membership is associated with greater satisfaction with the college experience, but also with higher social distance scores among both Jews and non-Jews; (2) students more concerned about their prospective social status show more ethnic antipathy (non-Jews) and self-hatred (Jews); and (3) friendship contacts across group lines decrease social distance scores for both Jews and non-Jews, especially among those who tend to be independent rather than conformist.

Several publications have stemmed from the research: "Status Orientations and Ethnic Sentiment," *American Journal of Sociology,* July, 1965; "Contact, Compliance and Distance," *Social Problems,* forthcoming; "Fraternities, Social Distance, and Anti-Semitism," *Sociology of Education,* Spring, 1965.

21. The Racial Ideas of American Presidents: From Lincoln to Theodore Roosevelt, *George Sinkler, Department of History, Prairie View Agricultural and Mechanical College, Prairie View, Texas.*

The purpose of this investigation was to ascertain the racial ideas of American Presidents as reflected in their writings during a selected period of history. This study also sought to determine the extent to which Gunnar Myrdal's thesis, that the core of the Negro problem in America is the Caucasian fear of amalgamation, was supported in the expressions of the Presidents covered in this study. A final aim was to obtain additional insight into the dynamics of race adjustment, and to decide the extent to which ideas of race influenced the general thinking and political behavior of these Presidents. Published and unpublished papers on the Presidents were exploited chronologically. Several findings are reported:

"The Presidents studied did not often concern themselves with the mental and physical characteristics of race. They express racial opinions closely related to the social and political contexts in which the various problems of race arose. They dwelt little on the question of Negro inferiority. On the other hand, they clearly assumed the superiority of the white racial group.

"The Presidents in this study were race conscious. The idea of race was a well-defined element in their thinking. The Negro question was very difficult for them. Few, if any, of them exploited the full potentialities of the Presidential office in the interest of racial statesmanship. They were pessimistic about their ability to solve the race problem in the South and unwilling to be quoted on racial matters anywhere except in their annual messages. Even then they did not take up economic or social aspects of the race problem.

"Judged only by their written opinions on matters of race, the Presidents appear rather liberal. When measured by actual accomplishment, however, their record is for the most part one of stark failure or refusal to enforce laws involving matters of race, and extreme reluctance to champion an unreserved racial equality in the full uninhibited spirit of American democracy. In situations calling for vigorous action on race matters, the Presidents were paralyzed. With the exception of Grant, they lacked vigor and courage in matters of law enforcement.

"Most of the Presidents were aware of race prejudice in the North but thought of the Negro as primarily a Southern problem. They rarely talked about removing prejudices, only about the elementary rights of citizenship for the Negro. Lincoln, Johnson, Hayes, Garfield, and Theodore Roosevelt were not in favor of the biological mixing of the races. All of the Presidents could transcend the color line even though they were unwilling to tear down the white picket fence of social inequality. Their beliefs were matters of strong conviction rather than shallow opportunism. Johnson, Hayes, Harrison, and Roosevelt made attempts to lead public opinion. Lincoln, Grant, Cleveland, and McKinley did not.

"The personal ideas of the Presidents on race were less decisive in determining their actions than what they considered to be views of the majority of the people. The Presidents never doubted that Negroes were American citizens who would ultimately enjoy the full blessings of American democracy. They were not so generous with the Orientals. When it came to the question of the biological integration of the racial minorities into American life, the Indian outstripped the Chinese, the Japanese, and the Negro. Finally, the idea of race was significant in America's international relations, primarily in the area of immigration."

*22. Attitudes, Beliefs, and Values of Lutheran Youth, *Merton P. Strommen, Lutheran Youth Research, 122 West Franklin Avenue, Minneapolis, Minnesota.*

The hypothesis tested in this study was that the more conservative the theology, the less humanitarian the expressed attitudes. A national random sample of 2,000 (two-stage probability sample, stratified by region and size of congregation) was first used. The findings were cross-validated by replicating the study through data from a second national sample. Correlations were made between the responses of all the youths to belief items which indicated a conservative theology and items which indicated humanitarian attitudes.

For these youth, the hypothesis was rejected; a small but significant positive correlation appeared between scales assessing conservatve theology and scales indicating humanitarian attitudes. A similar correlation appeared with respect to expressed attitudes toward Negroes.

23. Cognition of Racial Identity, *David Stupple, Department of Sociology, University of Missouri, Columbia, Missouri.*

This is described as a small but intensive study in the cognitions of racial identity. Open-ended interviewing was employed with five interracially married couples in Kansas City, Missouri. In each of the couples the husband was Negro and the wife was white. It was hypothesized that race is an identity phenomenon, and that *awareness* of race as an identifying (classifying) factor diminishes for those who enter into an interracial situation. The researcher found that the Negro men tended to have low racial awareness before marriage. For one man, racial awareness definitely increased; for the others it tended to diminish slightly. All the women went through identifiable stages: (1) increased racial awareness; (2) lessened awareness; (3) considerably diminished awareness. The cycle took about two years in each case.

24. Attitudes of White Australians Toward Australian Aborigines, *Ronald Raft, Reader in Psychology, University of Western Australia, Nedlands, W.A., Australia.*

This study represents the application of social survey techniques to beliefs and opinions of householders in western Australian communities concerning aborigines. Three random samples have been drawn: (1) a provincial town with a bad reputation for racial tension; (2) a provincial town with a good reputation; and (3) the capital city of Perth, which contains few aborigines. Instruments and variables included the Bogardus Social Distance Scale, an ethnic image questionnaire, opinion items concerning aborigines and various immigrant groups, mistrust and authoritarian scales, degree of contact with aborigines, degree of emotional involvement in the topic of aborigines, age, sex, class, and other demographic data. The study is intended to be descriptive, comparing the three communities and investigating the influence of demographic and personality variables.

"Early analyses indicate that the most prejudiced persons are older, but sex, income, occupational level and education are unrelated. The more prejudiced subjects claim less involvement in the topic of aborigines, and are more authoritarian and mistrustful of people. There is only a small positive relationship with degree of contact with aborigines. Attitudes to aborigines are related to attitudes toward other ethnic groups, especially toward the immigration of Negroes. There is a positive correlation between the various attitudinal facets studied: social distance, beliefs about ethnic characteristics, opinions regarding public policy on aborigines and self-ratings on tolerance."

***25. Values and Attitudes Related to Health: A Study of Older Couples in Providence, Rhode Island,** *Andrew C. Twaddle, Brown University, Department of Sociology, Providence, Rhode Island.*

The project involves selecting cases, from the survey sample of the Brown Health Study, on the basis of ethnicity, religion, generation in the United States, and expenditures for health. The sample consists of 40 to 60 couples in which the husband is between 63 and 68 years of age. Selection will be representative rather than probability in scope and nature. Field work will consist of focused interviews to determine variations in values and attitudes and their influence in the definition of illness, selection of a treatment agent, and use of community health facilities. Results will be largely nonstatistical and, it is hoped, will serve to create meaningful categories for further research into the decision-making process relative to health and illness.

26. White Stereotypes as Self-Referents in Negro Children's Self-Rating, *Robert Vargas, Counseling Services, Miami-Dade Junior College, 1138 North West 27th Avenue, Miami, Florida.*

Three hundred Negro school children (150 boys and 150 girls) ranging from the ninth grade through the twelfth grade in a segregated public school were randomly chosen as subjects for this study. The age distribution ranged from 13 to 20 years, with a distribution of I.Q. scores ranging from 76 to 124 points. The purpose was to determine if Negro children in a segregated community selected quality traits commonly identified as racial stereotypes as a basis for self-reference.

A "quality" check list was devised in order to record those qualities which the subjects perceived as "desirable" and "undesirable" when associated (through verbal instruction by the investigator) with "intelligence" and "lack of intelligence" as compared to students at a neighboring all-white high school. Then, following a modified version of the Thurstone and Chave sorting procedure, a continuum from "least desirable" to "most desirable" was devised on a five-point scale for the desirable qualities and for the undesirable qualities. The frequency of distribution of these qualities was then recorded in separate histograms.

Among the 150 undesirable qualities recorded for the boys, 210 had been previously identified in an extensive survey of pertinent literature as those stereotypes persistently attributed to Negroes as personal characteristics. Among the 150 desirable qualities, 100 were previously identified by many investigators as those traits supposedly lacking among Negroes according to the stereotypes attributed to them by whites. Among the 150 undesirable qualities recorded for the girls, 70 had been previously identified as commonly held stereotypes about Negroes; among the 150 desirable qualities, 120 were found which have been identified as those characteristics believed to be lacking in Negroes. Further information is available from the researcher.

27. Further Change in Attitude toward the Negro in a Southern University, *Robert K. Young, Gerald Clore, and Wayne H. Holtzman, Department of Psychology, University of Texas, Austin, Texas.*

Shortly before the Civil Rights Act of 1964 was enacted, these researchers replicated two earlier attitude surveys at the University of Texas to determine if any changes in attitudes toward the Negro had occurred since the 1954 U.S. Supreme Court decision.

"Considerable effort was expended to insure that the procedures used in the 1964 survey were the same as those used in 1955 and 1958, so that the three sets of data would be comparable. The only change in procedure among the three surveys was that in 1964 a 4 per cent rather than a 5 per cent random sample was chosen. This change was necessitated because of the increase in enrollment at the University of Texas. Data cards from the Registrar's office were used to select a 4 per cent random stratified sample of native born, full-time undergraduate students. Stratification was based on sex and religious preference. Of the 699 students to whom letters were mailed, 233 came in immediately to fill out the questionnaire in scheduled group sessions. A telephone follow-up brought in an additional 72 students to complete the questionnaire. Questionnaires were then mailed to the remaining subjects, and 185 of these responded, making a total of 607, or 87 per cent of the original sample (comparing favorably with the 84 per cent obtained in 1955 and the 82 per cent obtained in 1958). Since 45 of the 92 nonrespondents had dropped out of school prior to the study, the actual percentage of returns was 93 per cent. Eliminating the 29 questionnaires which were improperly answered left a total of 578 cases for analysis. The 90-item attitude questionnaire which included the 26-item scale was given anonymously and scored in the same manner as reported . . ." in an earlier 1958 survey.

"No significant change in attitude occurred between the 1955 and the 1958 surveys, while a considerable change occurred between 1958 and 1964. . . . Clearly the attitude of the undergraduate student body toward the Negro had become more positive; this large shift lends support to the hypothesis that the change observed from 1955 to 1958 was small but reliable and that attitude change itself had begun sometime prior to 1958. At the same time, as was the case from 1955 to 1958, no change in the size of the variance had occurred from 1958 to 1964. . . .

"In the comparisons of the 1955 and 1958 surveys, it was found that a significant Sex × Year of survey interaction had occurred. From 1955 to 1958 male attitude toward the Negro had become more negative while female attitude had changed in the opposite direction and had become more positive. A similar interaction was computed between the 1958 and 1964 data; while both male and female attitude scores had become more positive from 1958 to 1964, the attitude scores of the men had become more positive than had the scores of the women. The net effect of this was to eliminate the difference in attitudes between males and females. . . .

"Mode of responding was an important variable in the 1964 survey; . . . those individuals who chose to mail in their questionnaires tended to be less accepting of the Negro than those who came in voluntarily. . . .

"Interactions computed between individual background varibles and year of survey were uniformly found to be non-significant, indicating that a change in attitude was general with nearly all groups changing in about the same amount."

Background variables examined included church affiliation, church attendance, geographic location, grade point average, major field of study, father's income, and fraternal affiliation. "One interpretation of this general change is that these results reflect an over-all change in the attitude of the culture (or society) as a whole rather than reflecting large changes in attitude on the part of a few groups."

Two reasons for the changes are suggested: the civil rights movement and the urbanization of the state of Texas.

BRIEF NOTES

†28. **Attitudes Towards Colored People in Britain,** *Mark Abrams, Research Services, Cambridge House, Broadwick Street, London, W.1., England.*

*29. **Attitudes and Experience of Discrimination Among Colored People in Britain,** *Mark Abrams, Research Services, Cambridge House, Broadwick Street, London, W.1., England.*

This study was conducted with a probability sample of British people using personal interviews by questionnaires. The researcher reports the following findings: (1) White non-English-speaking immigrants are more negatively perceived than English-speaking "coloreds"; (2) perceptions depend on context—colored immigrants are seen as positive, negative, or neither depending on scarcity of resources and occupations.

30. **Public Opinion Poll in France,** *Max Barioux, Director, Service de Sondages et Statistiques, Rue Quentin Banchart 18, Paris, France.*

A poll was taken of the attitudes of the French people toward the following three areas: (1) Germany and the Germans, (2) the idea of integrated Europe, (3) the North Atlantic Treaty Organization (NATO) the United States, the USSR, Great Britain, and China.

*31. **German Students, Images of Africa and Asia,** *Diether Breitenbach, University of the Saar, 66 Saarbrücken 15, West Germany.*

This is a study of German students' attitudes toward African and Asian students at German universities. The sample consists of 300 male and female German students.

*32. **Cognitive and Affective Determinants of Behavior,** *J. Edgar Brent, Mary D. Adams, and Lorand Szalay, Special Operations Research Office of the American University, 5010 Wisconsin Avenue N.W., Washington, D.C.*

The design of this study is essentially descriptive; it established group context, "meaningful others," candidate and party images, attitudes and values, and over-all cognitive-affective affinity levels. Continued free verbal associations were used to determine the frame of reference of pro-Johnson and pro-Goldwater students in Pennsylvania, Washington, and California. The technique used is "associative group analysis" (see L. Szalay and J. Brent, *Cultural Meanings and Values: A Method of Empirical Assessment,* Washington, D.C.: Special Operations Research Office Technical Report, 1965). The sample consists of roughly 500 college students in beginning social science courses.

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† The dagger marks a study reported as "contemplated."

***33. National Stereotypes,** *Marten Brouwer, Herengracht 457, Amsterdam, Netherlands.*

The researcher reports that he is doing a study on national stereotypes using secondary analysis of public opinion research data.

***34. Attitudes of the Married University Woman,** *Antonio Caparros, Instituto de Psicologia Concreta, Libertad 163F 4th p., Capital Federal, Buenos Aires, Argentina.*

The hypothesis of the study is that when the woman assumes a role in the industrial society in conflict with her traditional role, internal conflicts are established in her relations with her spouse and nuclear family. Questionnaires are being used.

35. A Study of Interrelationships and Attitudes of an Interracial Faculty at a Racially Integrated Elementary School, *Helen Gluck Chetrick, Department of Sociology and Anthropology, Graduate School of Arts and Science, New York University, Washington Square, New York, New York.*

***36. Knowledge of the Attitudes Toward a County Welfare Service Agency,** *Robert Claus, Department of Sociology, State College of Iowa, Cedar Falls, Iowa.*

Uses and images of Black Hawk County Welfare Service agencies by people of different social class positions and skin color caste groups in Waterloo, Iowa, are studied. Occupation and years of school completed are used as indexes of social class. The methodology involves structured questionnaire interviewing.

***37. A Study of Images and Attitudes of Catholics and Protestants in Two Oklahoma Communities,** *William V. D'Antonio, Joseph Schlangan, and James Davidson, Department of Sociology, University of Notre Dame, Notre Dame, Indiana.*

"This study includes both self and other images and attitudes, dimensions of religious belief and dimensions of prejudice, among Catholics and seven different Protestant denominations. Questionnaires were administered to these eight 'groups' in each of two Oklahoma towns. Samples were drawn from the roster of adult church members in each church and the rate of return was about 35 per cent. The Rokeach shortened form of a dogmatism scale was also administered. Data are now being analyzed."

***38. Attitudes and Conditions of the Poor in Albany,** *Philip Singer, Department of Behavioral Sciences, and Daniel E. De Sole, Department of Psychiatry, Albany Medical College, Albany, New York.*

Questionnaires and personal interviews were utilized with a sample of 250 persons in a poverty area of the inner city. Demographic data and data on attitudes ("fatalism and pessimism," "orientation to government," "interpersonal relations," "health," and "felt needs") were collected and are being analyzed.

39. Attitudes of the French People Toward the French-speaking People of Black Africa, *Alan de Vulpian, Director—Confrenca, 10 rue Louis Vicat, Paris 15, France.*

One study was done on the attitudes of Frenchmen toward aid to French-speaking African countries. This was a psychosociological study, using interviews, projective tests, and group discussions. A second study involved the strategies of influence put into operation by the radio network of the French-speaking section of black Africa. Data for this study was collected from interviews with the directors of the program, and from clinical interviews with 80 black listeners conducted at depth after taking a survey among the 500 black listeners.

***40. Group Cohesion Among Anglo-Indian Students and Other Students,** *Syam C. Dey, Bureau of Vocational and Educational Counseling, 76 Park Street, Calcutta, India.*

A study of attitudes and cooperation among Anglo-Indian pupils and other pupils, using a sample of selected residential and non-residential schools in the class status on their relationships.

Questionnaires, school appraisals, cumulative records, and sociograms are being used.

41. Engineers in Montreal: A Comparison Between French-speaking and English-speaking Engineers on Their Attitudes Toward Social, Economical, and Cultural Life, *Jacques Dofny, Université de Montreal, Departement de Sociologie, Case Postale 6128, Québec, Canada.*

Three hundred interviews were conducted with engineers in both groups (sample of 10 per cent). "The hypothesis was that the position in the structure of the society in terms of class and mobility and the opposite values of their cultures may account for the differences in the images of their profession and its role in the economy. This research intends to test in a particular setting the hypothesis of Weber on the opposite ways Protestants and Catholics deal with economic problems. The choice of engineers is due to their strategic position in the development of industrialization."

***42. Expressed Attitudes Toward Jews: A Study in Social Distance,** *Carol Cohen Donner, Department of Sociology, University of Idaho, Moscow, Idaho.*

This study, through the use of a questionnaire, attempts to discover the attitudes and social distance expressed by persons in a college community in the Pacific Northwest toward persons of the Jewish faith. The data were obtained by a stratified random sampling procedure which included representatives from the townspeople, university faculty members, and university students.

***43. The Development and Measurement of Interpersonal Competence,** *Oscar Eggers, Department of Sociology, University of Missouri at Kansas City, 5100 Rockhill Road, Kansas City, Missouri.*

This research is part of a continuing program of the Family Study Center, Department of Sociology. Individual projects sometimes are conducted for four months, sometimes for shorter periods. A specific project might consist of a series of ten to twenty experimental sessions with a group of from six to twelve subjects of various ethnic, racial, religious backgrounds. Attempts to measure interpersonal autonomy and empathy are made in connection with the experimental groups before, during, and after.

*44. **The Occupations and Attitudes of Negroes in an Upstate-New York City,** *S. C. Fox, Department of Sociology and Anthropology, Union College, Schenectady, New York.*

To determine marginal and cross-tabulations of jobs, job history, education, and attitudes toward the job market in Schenectady, interviews were conducted with 650 Negroes.

45. **Attitudes of Various Student Groups Toward Minority Groups,** *Paul Heist, Center for the Study of Higher Education, 4606 Tolman Hall, University of California, Berkeley, California.*

46. **American Anti-Semitism Historically Reconsidered,** *John Higham, Department of History, University of Michigan, Ann Arbor, Michigan.*

Through historical and sociological comparisons, this researcher endeavors to explain the rise and fall of anti-Semitism in the United States in terms of American culture and institutions. It is hypothesized that immigration was the determining factor in shaping U.S. anti-Semitism.

*47. **Student Values,** *Harold M. Hodges, Jr., Department of Sociology and Anthropology, San Jose State College, San Jose, California.*

A study of student values focusing on religious, ethnic, and attitudinal factors is being conducted by means of an 80-item Q Schedule administered to date to 3,500 students. The researcher hypothesized that "left-wing" and "right-wing" activist students differ from their nonactive counterparts and from "middle-of-the-road" students in their value and attitudinal configurations. Findings of the study are not yet available.

*48. **Workers of Buenos Aires: Authoritarian Attitudes with Respect to the Jewish Question,** *Irving Louis Horowitz, Department of Sociology-Anthropology, Washington University, St. Louis, Missouri.*

49. Attitudes of Inhabitants of Stockholm Toward Finland, Finns, and Finnish Products, *Kaj G. Johnsson, Taucher Advertising and Marketing Agency, Salomonkatu 17A, Helsinki, Finland.*

The purpose of the survey was commercial. The problem to be solved was to find out what attitudes Swedes have to Finland, its population, and its production of consumer goods. The survey was carried out by personal interviews among 200 inhabitants from the capital of Sweden and its surrounding areas, whose residents are thought to represent the most advanced consumers in Sweden.

50. National Self-Images: American, British, and Canadian, *Orrin E. Klapp, Department of Sociology, San Diego State College, San Diego, California.*

Opinions of university students in the respective countries are compared.

***51. Bridgewater Student Study,** *Shirley M. Kolack, Department of Sociology, Bridgewater State College, Bridgewater, Massachusetts.*

Four characteristics of students that it was felt would influence their behavior patterns were singled out as independent variables: College class, religion, social class position, and residence (dormitory or home). Cross-tabulation of these characteristics with data concerning attitudes and beliefs about religious, ethnic, and racial minorities is in process. A 20 per cent random sample of the student population at Bridgewater State College was involved in the study.

***52. Washington Study,** *Sister Marie Augusta Neal, Department of Sociology, Emmanuel College, 400 The Fenway, Boston, Massachusetts.*

Census data and information-testing data were analyzed with data from an extensive attitude-toward-Negroes questionnaire, administered prior to a training program and a five-week program in the Washington public schools. A second test was administered after the experience. The sample consisted of 18 postulants—new members in training—of the Sisters of Notre Dame, Illchester, Maryland. The questionnaire examined interests, values, and attitudes toward change; the training and experience program was expected to have differential impact on those differing in these three areas. The data is being analyzed.

†53. **A Study of Attitudes Among Mental Health Practitioners,** *Bruce Nord, Social Science Building, University of Minnesota, Morris, Minnesota.*

This contemplated study will focus, in part, on interethnic professional contacts in a French Canadian city.

*54. **How Americans See the French,** *Howard Lee Nostrand, Department of Romance Languages and Literature, University of Washington, Seattle, Washington.*

A questionnaire has been designed to find out what aspects of French life Americans in contact with the French find particularly congenial or particularly hard to understand or to get along with. The questionnaire was developed and pretested under a grant from the U.S. Office of Education, Language Development Section. The researcher's major concern was with determining what needs to be taught to American foreign-language students of the social and cultural context of the foreign language they are learning. "Seventy-eight pre-test protocols have been analyzed and seem clearly to indicate some aspects of French culture that need particularly to be explained to American learners of French."

*55. **Public Evaluations of Occupations,** *Peter C. Pineo and John Porter, Department of Sociology, Carleton University, Ottawa, Ontario, Canada.*

A ranking of the "social standing" of 36 ethnic groups and 21 religions is done by a national sample of 450 in Canada as a by-product of a study involving the ranking of occupations. The study is a precise replication of a recent U.S. study conducted by the National Opinion Research Center. It is hypothesized that the social standing of an occupation is partially influenced by the social standing of the ethnic groups most commonly found in that occupation. The rankings provided by the survey will be analyzed in conjunction with census data describing the ethnic composition of various occupations.

56. Attitudes of Swedish-speaking Students Toward the Finnish Majority, *Knut G. Pipping, Department of Sociology, Abo Akademi, Gezeliusgatan 2, Abo, Finland.*

The study is designed to map the factor structure of ethnic stereotypes among Swedes through self-administered sentence-completion forms. "Six factors emerged including intolerance; aggressiveness and lack of self-control; 'identification with ethnocentric values'; and reliability and trustworthiness."

57. Attitudes Toward the Swedish Minority Among Finnish University Students, *Knut Pipping, Department of Sociology, Abo Akademi, Domkyrkotorget 3, Abo, Finland.*

This study is intended partly to find out how important Finnish students find the cleavage between the language groups in comparison with other basic cleavages in Finnish society (rural-urban, right-left) and partly to study possible correlations between ethnocentricism, nationalism, and conservatism. The methodology includes self-administered questionnaires, Guttman scales, and semantic differential techniques. Sample size is 400. Analysis of the data is in progress.

***58. Prejudice in a Changing Community,** *Harry R. Potter, Department of Sociology, Purdue University, Lafayette, Indiana.*

This survey attempts to delineate characteristics of those who are and are not prejudiced toward the Negro in a rapidly growing, all-white suburb. It is part of a larger study on social change. Prejudice and social distance are measured by the methods used in the Cornell intergroup relations studies. Data are being collected by interviews with about 300 residents, selected by a probability sampling technique.

59. Negro Attitudes Toward Pictures for Junior High School Social Studies Textbooks, *Nicholis Poulos, School of Education, University of Michigan, 3203 School of Education, Ann Arbor, Michigan.*

Fifty-five pictures portraying Negro historical personalities and events were selected and made into picture slides and projected on a screen for group viewing by members of parent-teacher organizations in the metropolitan area of Detroit. Attitudes toward these pictures for potential use in textbooks were then analyzed in terms of the respondents' sex, age, home ownership, number of children attending school, occupation, education, and community participation.

60. Survey Comparing Religious Attitudes and Practices of Commuter and Resident Students on College Campuses in New Jersey, *Reverend Clinton M. Ritchie, 194 College Avenue, New Brunswick, New Jersey.*

This study was initiated by the New Jersey Council of Churches.

***61. Racial Attitudes: British and Non-British School Children,** *K. G. Rowley, Department of Education, University of Keele, Keele, Staffordshire, England.*

An analysis of relations between British and non-British children in junior and secondary schools in Wolverhampton is being conducted for a M.A. degree under the supervision of Mr. R. Harris at the University of Keele. The methodology of the study is: (1) sociometric—three criterion questions allowing three choices for each; (2) teacher ratings for each child on certain attributes; (3) follow-up semistructured interviews of one in ten of the sample of approximately 2,000 pupils to discover reasons for sociometric choices. The study will be completed in 1967.

***62. An Analysis of Behavior and Attitudinal Changes in the Area of Human Relations in the Faculty of a Western Oklahoma School System,** *Glenn R. Snider, Department of Education and Executive Committee, Human Relations Center, University of Oklahoma, Norman, Oklahoma.*

***63. Attitudes of White Australians to Australian Aboriginals,** *John S. Western, Department of Psychology, Australian National University, Box 4, Canberra, A.C.T., Australia.*

The amount of contact with aborigines, it was hypothesized, is likely to affect attitudes toward aborigines; the effect, moreover, will be independent of socio-economic status, education, and general attitudinal structures. Random samples of about 120 individuals in each of two towns—one with a sizable aboriginal population and one with no aboriginal population—were interviewed. The interview schedule contained closed- and open-ended questions. No findings were available at the time the study was reported.

***64. Negro-White Relations as Seen Through the Mass Media by a Negro Population,** *Robin M. Williams, Jr., Department of Sociology, Cornell University, 102 McGraw Hall, Ithaca, New York.*

Data were drawn from interviews with a probability sample of 400 members of the adult Negro population of Rochester, New York. It is expected that images of Negro-white relations will be strongly affected by messages from the mass media.

†65. General Historical Study of Race Prejudice and Discrimination in America, *Forrest G. Wood, Department of History, Fresno State College, Bakersfield Center, 4021 Mt. Vernon Avenue, Bakersfield, California.*

This will be strictly a historical—not a psychological or sociological—study, with the emphasis on the white racist, not the Negro victim.

***66. Racial Attitudes in the South: A Function of Perceived Dissimilarity?** *Lawrence S. Wrightsman, Jr., Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee.*

A recent study done in the ninth grade of a California junior high school found that white students' attitudes toward Negroes were influenced more by the expectation of dissimilarity than by race per se. This study is being replicated in the ninth grades of three junior high schools in a Southern city.

67. General Attitudes and Political Prejudices in Great Britain, *R. J. Wybrow, Social Surveys, 211 Regent Street, London W.1, England.*

This study is part of an omnibus questionnaire covering various political, sociological, and economic topics. Personal interviews with a representative sample of the adult population of Great Britain, using a questionnaire with precoded answers, was conducted. The sample size was 1,000–1,500. Questions covered general attitudes toward colored people and Jews, and political prejudices in terms of voting for colored persons, Roman Catholics, Jews, women, and atheists.

Results of this study may be found in the *Gallup Political Index,* which has been published, since January 1966, at approximately monthly intervals.

SOURCES, CORRELATES, AND CONSEQUENCES OF INTERGROUP ATTITUDES

68. Social Change and the Relationship of Authoritarianism and Ethnocentrism, *Kenneth Berg, Department of Psychology, State University of New York, Albany, New York.*

The researcher reports the following: "If change in societal norms affects attitudes toward ethnic minorities, then recent diminishing of negative attitudes toward Negroes should result in greatly reduced correlations between authoritarianism and attitudes toward Negroes. Further, theory predicts no correlation in Northern U.S. between conventionality and attitudes toward Negroes, but still a correlation between ego defensiveness and such attitudes. Further, for high authoritarians, conventionality should be negatively correlated with such attitudes."

For the study, the researcher offered the following hypotheses: (1) Slight correlation between F Scale and E Negro items; (2) no correlation, F Conventionality and E Negro; (3) moderate correlation, F Defense and E Negro.

Subjects for the study were Protestant and Catholic male college students at the University of Pennsylvania and at Albany State College. The researcher reports that all hypotheses were confirmed, including an inverse correlation for high authoritarians between F Conventionality and E Negro. The study is now being extended.

69. Verbal Attitudes, Overt Acts, and the Influence of Social Constraint, *Gordon H. DeFriese, Department of Sociology, University of Kentucky, Lexington, Kentucky.*

To determine whether overt behavior with respect to a crucial social issue could be predicted with greater accuracy when *both* verbal attitudinal position and the influence of selected "reference groups" were known, interview schedules were administered by approximately 65 interviewers in a two-day period. The instrument consisted of: (1) A Thurstone-type attitudinal scale measuring degree of prejudice against the Negro as an attitudinal object; and (2) overt behavior opportunity to respond to the "open occupancy issue," consisting of press release statements favoring or disfavoring policies of open occupancy; and (3) scales to measure the importance and perceived influence of selected important reference groups.

The hypotheses are that predictability of overt behavior is possible knowing only attitudinal position; however, when attitudinal position (as verbally expressed) is combined with knowledge of the individual's reference group influences, the predictability of overt behavior is greatly increased. The researcher found that in issues of social importance involving another race knowledge of both attitude and perceived reference group position results in greater predictability of overt behavior than does knowledge of only one of the two factors. The report is being prepared for publication.

***70. Comparative Interethnic Attitudes in Different Cultural Contexts,** *Claudio Esteva-Fabregat, Museo Nacional de Etnologia, Apartado Postal 13056, Madrid, Spain.*

The problem is to determine the extent to which there are differences in racial prejudices and attitudes under the following different conditions: (1) when the social groups are sexually isolated; (2) when they live together in stable social relationships; (3) when one racial group has a superior or inferior status with respect to the other during the interaction; and (4) when one racial group judges or stereotypes another without there existing direct social relations between them (i.e., through geographic separation). The hypotheses being tested are: (1) The sexually isolated racial groups have a tendency to keep themselves more distant socially and culturally and to have more prejudices and hostile attitudes to others than the nonisolated; and (2) the different racial groups have less prejudice and fewer hostile attitudes toward one another when they do not maintain social contact, due to their living in different regions.

Questionnaires have been administered to members of both sexes, and observation and field work with informants has taken place in several regions: in Spanish Guinea with "fang" groups and with Spanish whites; in an Indian community in the province of Cotopaxi, Ecuador, with Indians, mestizos, and whites; and in a rural population of the district of Sayage, Zamera (Spain). Data on their values and their ideas relative to the specific superiority or inferiority of the white racial group generally confirms the hypotheses.

***71. Racial Integration in a Northern Ohio Metropolitan Suburb,** *Robert M. Frumkin, Community Action for Youth, Inc., 1837 East 79th Street, Cleveland, Ohio.*

The comparison of two socially segregated blocks with two racially integrated blocks was used to test several hypotheses about the attitudes of whites toward having Negroes buy homes in their neighborhood. Three-page questionnaires which provide background data, attitudes, etc., on all adult (18 years and older) residents in the four blocks mentioned above were used. The researcher hypothesized that there is an inverse relationship between the acceptance of Negro neighbors by whites and the orthodoxy, homogeneity, and authoritarianism (as measured by the Edwards' Personal Preference Schedule) of such whites, regardless of formal education. In other words, the more heterodox the person, the greater the acceptance of new Negro neighbors. Data are now being processed.

72. Evaluation of the Junior Year Abroad Students, 1954-1964, *Toyomasa Fuse, Department of Sociology-Anthropology, Carleton College, Northfield, Minnesota.*

Value changes, such as religious attitudes toward non-Western religions, attitudes toward the value systems of other nationals, etc., were investigated in this exploratory study. Questionnaires were used to survey the 480 participants.

"The majority of Junior Year Abroaders returned home with serious questions on the basic assumptions of and the truth-claims of their Judeo-Christian faith; they tend to drift toward left-wing Democrats in their political sympathy; despite the church sponsorship of this program, the end result of the study abroad was a greater career-orientation and drift from religious career motivations. Religion (Protestantism) was the least motivating factor in their cross-cultural experiences."

73. Race, Deprivation, and Attitude Toward Communism, *John Kosa and Clyde Z. Nunn, Family Health Care Program, Harvard Medical School, 83 Francis Street, Boston, Massachusetts.*

"The theory of deprivation and the theory of personality characteristics are not necessarily mutually exclusive and do not determine fully the attitudes toward Communism; yet they raise certain questions which have a timely relevance from the point of view of race relations in the United States. The present study intended to consider some of these questions and formulated its problems as follows: (1) Do comparable Negro and white groups differ in their attitudes toward Communism? (2) If so, is that attitude difference a function of deprivation? or (3) Is that attitude difference related to the prevalence of different personality factors in the Negro and in the white population?

"In order to answer these questions, data were collected from 508 undergraduate students of a white and a Negro college situated in neighboring cities of a Southern state. A questionnaire administered by a faculty member of the same race as the respondent was used in order to reduce biased responses which have been observed to occur in white-Negro interview situations. Out of the questions dealing with Communism, a Guttman-type scale was constructed which, by its manifest content, refers to Communism as an internal and external threat. Respondents who score in the low positions of the scale tend to view Communism as a relatively great threat and will be denoted in the following as 'intolerant,' while those who score high tend to regard Communism as less threatening and will be denoted as 'tolerant' toward Communism.

"The central findings were: (1) Negro students are more likely than white students to be intolerant toward Communism; (2) deprivation is not associated with a tolerant attitude toward Communism; (3) such attitudes as religiousness, aggressiveness, lack of autonomy, and alienation are positively correlated with intolerance toward Communism; (4) the combinations of those attitudes establish personality types which show consistent differences in their tolerance toward Communism; (5) the personality types that are intolerant toward Communism are overrepresented in the Negro sample, while the tolerant personality types are overrepresented in the white sample." The study was reported in *Phylon: The Atlanta University Review of Race and Culture,* Fourth Quarter, 1964.

***74. Cognitive Complexity and Dogmatism as Predictors of Chauvinistic Nationalism and Game Behavior,** *K. L. Larson, Joseph G. Phelan, Department of Social Psychology, California State College at Los Angeles, 5151 State College Drive, Los Angeles, California, and Henry Meinton, State University of New York, Albany, New York.*

The aim of this research was to study the relationship between cognitive complexity and dogmatism as predictors, and nationalism and game behavior as assessments. The researchers report that literature supports the idea that cognitive complexity predicts tolerant, cooperative, and internationalistic attitudes.

Beiris Reporting Test was used with college students as a measure of cognitive complexity-dogmatism, measured by Rokeach. Extremes of two populations were tested: (1) Those high in dogmatism, low in cognitive complexity; (2) those low in dogmatism, high in cognitive complexity. The researchers report that subjects high in cognitive complexity and low in dogmatism would score significantly lower in Levinson's Chauvinistic Nationalism Scales than those subjects low in cognitive complexity and high in dogmatism.

The tentative completion date for this study is Spring, 1967.

*75. Mass Media Usage, Social Contact, and the Attitudes of Foreign Students About the United States, *James W. Markham, School of Journalism, University of Iowa, 1302 Communications Center, Iowa City, Iowa.*

Newly arrived foreign students on the campus of the University of Iowa are interviewed upon arrival and again seven months later. The semantic differential of polar descriptive adjectives and a word choice list are the principal measures of attitudes and attitude shift. Relationships between attitude and attitude change with mass media behavior and degree of social contact are being sought. Longitudinal study began in 1959; the first five years of data from 340 students are being analyzed with the aid of a computer.

The researchers hypothesize that high mass media users among the foreign students will also be those who mix most with Americans and whose attitudes toward Americans and the United States will be most favorable. Post-U.S. experience change may not be great among those who already have read much about the United States.

76. Mormonism and Race Attitudes, *Armand L. Mauss, Department of Sociology, Diablo Valley College, Concord, California.*

In Mormonism there is a positive or favorable dogma toward Jews and a negative one toward Negroes. The question asked is: "To what extent is a belief in these two dogmas accompanied, respectively, by a disinclination toward anti-Semitism, and an inclination toward anti-Negro attitudes, by comparison with certain other Christian groups, and with appropriate control for education level, etc." Comparisons were made with data recently gathered by Charles Glock and Rodney Stark from a survey of Catholics and Protestants through the Survey Research Center at Berkeley. Three local Mormon wards were studied with an instrument very similar to that used in the Berkeley study. Analysis was also made of a series of comparisons within the Mormon sample itself, such as between converts and life-long members, recent converts and older converts, orthodox and unorthodox members, etc. Additional variables such as education, sex, frequency of Scripture reading, etc., were also studied in these intra-sample comparisons. This led to the following conclusion quoted from the original paper: "It would seem, from a study of the data I have presented, that the peculiar Mormon dogma about Negroes, and the Mormon practice of withholding the priesthood from Negroes, are not accompanied by any clear tendency to hold negative secular attitudes toward Negroes, even among the active and orthodox Mormons. In most of their responses, Mormons resemble the 'moderate' denominations, like Episcopalian, Presbyterian, or American Lutheran, rather than the 'fundamentalists.' To be sure, Mormons differ greatly among themselves in the tendency to hold negative or unfavorable views toward Negroes, but, as in any denomination, the differences are not between the orthodox and unorthodox, or active and inactive, so much as they are between the educated and uneducated, the manual and the professional, the old and the young, the rural and the urban."

The original paper, "Mormonism and Race Attitudes," was read before the annual convention of the Pacific Sociological Association in Salt Lake City, Utah, on April 22, 1965. A version of the paper, combining the most significant features of both the original and a supplement, will appear soon as an article (s) in one or both of two professional journals.

77. The Relationship of Dogmatism and Prejudice to Effectiveness of Counseling a Negro Client, *Robert Milliken, Department of Education, Purdue University, Lafayette, Indiana.*

The extent to which both prejudice and dogmatism affect the perceived effectiveness of counselors is measured in this exploratory study. Counselors were administered the Bogardus (EDS) and the Rokeach Dogmatism Scales. Thirty counselors were asked to counsel a Negro student and were asked not to divulge his identity to the other counselors. The counseling was viewed through a one-way vision screen; both the student and the counselor-supervisor rated the counsel's effectiveness in counseling. On this basis, counselors were divided into "good" and "poor" groups. Difference scores were then computed between the groups in terms of prejudice and dogmatism. Significant differences (.05 level) were found for the Rokeach Scale when rated by the counselor-supervisor, with the "good" counselors achieving lower scores than the "poor" ones.

*78. **Study of Authoritarianism,** *Ephraim Harold Mizruchi, Maxwell Graduate School, Syracuse University, Syracuse, New York.*

Responses to modified F Scales and E Scales are studied in relation to values, social mobility, and other independent variables. It is hypothesized that E Scale and F Scale responses are inversely associated with attainment of success goals and directly associated with involvement in formal associations and anomie. Interviews (about one hour) were conducted with a systematic sample (227 persons) in a small city in upstate New York (approximately 18,000 population). The schedule utilized appears in the appendix of the researcher's *Success and Opportunity: A Study of Anomie* (New York: Free Press of Glencoe, 1964). A tentative finding is that those involved in associations have higher E and F Scale responses.

79. **Before and After Opinions Relative to the Culturally Disadvantaged and Negroes Held by University of Tennessee Institute Participants and Their Pupils,** *Michael Y. Nunnery and Frederick P. Vendetti, Department of Educational Administration and Supervision, University of Tennessee, Knoxville, Tennessee.*

A major purpose of the University of Tennessee Institute (which featured lectures, panel discussions, films, and small group discussions) was to assist the eighty participating public school teachers, principals, counselors, and supervisors in gaining additional insights about the Negro and the culturally disadvantaged. An investigation was undertaken in conjunction with the institute, with the general purpose of examining the following questions: (1) What were the opinions regarding Negroes and culturally disadvantaged persons held by the participants and the pupils before and after the institute? (2) Were there significant differences in opinions held about Negroes and culturally disadvantaged persons between the participants and the pupils before and after the institute? (3) Were there significant intragroup differences in opinions held about Negroes and culturally disadvantaged persons? (4) Was there a relationship between the relative equalitarian orientation of participants and opinions held by them and their pupils concerning Negroes and the culturally disadvantaged?

A random sample of five pupils from the classes of each participating teacher was chosen (out of a total of 240 pupils, grades 1–12). Word association and sentence completion instruments were used to gather data about the opinions held by participants and pupils regarding Negroes and culturally disadvantaged persons. These instruments were administered at the beginning and at the end of the institute.

A final instrument was used in conjunction with evaluative procedures under discussion. The Traditional Family Ideology Scale (TFIS) was administered to the institute participants at the start and again at the close of the institute. The TFIS was used in the present investigation as a measure of a participant's relative equalitarian orientation.

Keeping in mind certain limitations, it is noted for the samples studied that: "(1) The total participant group was relatively more equalitarian in orientation following institute participation. However, compared to other groups of similar socio-economic status they were still somewhat authoritarian in orientation. (2) The participant group as a whole was less negative in regard to their opinions of Negroes and culturally deprived persons at the close of the institute than at the beginning. However, there was still a significant expression of negative opinions. (3) At the start of the institute Negro participants as a group tended to be more positive in their opinions regarding Negroes and culturally disadvantaged persons than their white counterparts. At the close of the institute the patterns were similar. (4) Participants who were more equalitarian in orientation tended to be more positive and less negative in opinions relative to Negroes and culturally disadvantaged persons than participants who were less equalitarian in orientation. (This suggests that opinions regarding Negroes and culturally disadvantaged persons exist within the context of an authoritarian-equalitarian personality.) (5) The 'before' and 'after' institute opinions regarding Negroes and culturally disadvantaged persons expressed by the pupils were almost identical." Further information is available from the researcher.

80. Youth Council Demonstration and Research Project: A Community Program of Intergroup Activity for Youth, *Felice Perlmutter and Frank Costin, Department of Psychology, University of Illinois, Urbana, Illinois.*

"The Youth Council consisted of representatives from all teen-age clubs participating in the Intergroup Youth Activity Program, and was organized into three committees. Each committee met once a month during the program year; the major purpose of these meetings was to discuss social problems and activity projects relevant to the objectives of the program. The entire Youth Council also met once a month. The adult leader of all meetings was the program director. The evaluation consultant and his research assistant made independent observations of each Youth Council committee meeting, using a system developed by Bales (1950, 1952) to record and categorize interactions of the participants. These observations were made for one continuous hour at each meeting. Tape recordings were also made during these time intervals.

"The occurrence of verbal acts during committee meetings was a function of interactions with unknown statistical probabilities; consequently, all acts were treated as historical events. This kind of analysis precluded the use of statistical tests for estimating the significance of changes in the frequency of verbal acts; thus, the findings for hypotheses dealing with verbal behavior cannot be generalized to a parent population on a statistical basis." Specific hypotheses tested to evaluate the effects of the program were concerned with increased freedom of interaction, gains in mutual acceptance, increased effectiveness in discussing problems, increased amount of discussion of social problems and issues, and reduced expression of social distance toward people who differ from the participants in race or religion.

"Considering the overall effects of the Youth Council program, as revealed through the testing of specific hypotheses, it seems reasonable to conclude that the project was moderately successful in achieving its objectives. Not all goals, of course, were reached with equal success, and some were harder to attain than others. A particularly difficult objective was that of reducing social distance. While the success of this goal varied from year to year, and from one kind of group to another, the results were substantial and consistent enough to indicate that the Youth Council approach has merit as a mechanism for achieving this kind of change. It must be emphasized, of course, that verbalized attitudinal changes may not necessarily be translated into social action. Nevertheless, it can be argued that these kinds of intentions represent first steps toward reducing social distance more publicly. It is also important to realize that some of the kinds of changes which were sought, and which in moderation were achieved, probably require in most situations a continuous program of intergroup relations, extending at least over several years. For example, some of the most striking reductions in social distance occurred among club members who were in the program for a continuous period of two years, rather than just for a single year."

A more detailed exposition of the hypotheses, procedures, and results of the study is available from Professor Costin.

81. Ethnic and Group Voting in Nonpartisan Elections,

Gerald M. Pomper, Department of Political Science, Rutgers University, New Brunswick, New Jersey.

A single study is involved, analyzing the effect of nonpartisan elections on ethnic cleavages in Newark, N.J. It consists of a comparison of two elections: The nonpartisan city election for mayor and council in 1962 and the partisan election for the state assembly in 1961. For each election, the vote for pairs of candidates was analyzed through rank-order coefficients of correlation, the ranking being of percentages of the vote received in the precincts of each of five wards. The resulting correlations were then investigated to see if they could be explained as a result of ethnic, party, issue, or "slate" voting. Ethnic voting was found to be predominant in the nonpartisan election, and party voting in the partisan election. It is concluded that party loyalty is a useful bridge across ethnic divisions.

An article was to be published in *Public Opinion Quarterly* during 1966.

82. Attitudes of a Students' Elite Toward the Dialogue Between New Africa and Brazil, *Rene Ribiero, Department of Anthropology, University of Recife, Brazil.*

A random sample of students ($N = 116$) at the schools of Law, Economics, Social Sciences, Geography, and History were interviewed. It was hypothesized that students in these fields would be in an advantageous position of familiarity with respect to the newly independent African countries, and could better judge the advantage of their cooperation with Brazil.

Following attitude questions concerning common economic, political, strategic, and cultural issues, were questions designed to gather knowledge and information about the new independent countries of Africa. The elite, it was found, was surprisingly ill-informed about these countries. They emphasized industrialization and modernization of agriculture as the most relevant topics of common interest; mass education, an independent position at the United Nations, racial pluralism, and the fight against underdevelopment were less frequently mentioned. Students were cool to or uninterested in any form of military cooperation or the common defense of the South Atlantic.

83. Race and Shared Belief as Factors in Social Choice, *Milton Rokeach, Department of Psychology, Michigan State University, East Lansing, and Louis Mezei, Michigan Civil Rights Commission, 1116 South Washington, Lansing, Michigan.*

"Several recent studies support the hypothesis that differences in belief on important issues are a more powerful determinant of prejudice or discrimination than differences in race or ethnic membership." The researchers feel, however, that generalizations from the findings of these studies are severely limited by the fact that in all these studies the social stimuli were "paper and pencil" stimuli. Therefore, three experiments were conducted in which the subjects were given the opportunity to discriminate on the basis of race or belief, or both, in real-life situations. All three experiments were alike in basic design. A naïve subject engaged four strangers, confederates of the experimenter, in a group discussion about an important or situationally relevant topic. Two of the confederates were white and two were Negro. One white and one Negro agreed with the subject, and one white and one Negro disagreed with him. Two experiments were conducted on a university campus; the other was conducted in the natural field setting of an employment office.

The researchers report that the three experiments suggest that "the importance of racial attitudes per se as determinants of racial discrimination have been greatly overestimated and the importance of congruence of beliefs correspondingly underestimated."

The report was published in *Science,* January, 1966. Reprints may be obtained from the School of Labor and Industrial Relations, Michigan State University, East Lansing, Michigan.

84. A Comparative Study of Alienation, *Melvin Seeman, Department of Sociology, University of California, Los Angeles, California.*

The main problem is to discover the correlates of two forms of alienation: powerlessness and work alienation. The study is conceived as a replication of the Silberstein-Seeman paper (*American Journal of Sociology,* November, 1959), and hypothesizes that intergenerational mobility (as in the United States) is related to high prejudice.

The data are derived from approximately 500 interviews with a random sample of the male work force of Malmö, a major Swedish community. A standard Bogardus-type Prejudice Scale was administered, the main questions relating to the relation of social mobility to prejudice in Sweden, and the connection between work alienation and ethnic hostility. Mobility was measured by the standard comparison of the manual-nonmanual occupations of respondent and father.

Generally, no evidence of association between mobility and prejudice was found. The same negative findings occur for the work-alienation study—i.e., alienated work is not associated with high prejudice (or other imputed outcomes either; e.g., anomia, political knowledge, status-mindedness, and the like are also unrelated to work alienation).

***85. Piranema Study,** *Glaucio Ary Dillon Soares, Latin American School of Sociology, Casilla 3213, Santiago de Chile, Chile.*

Piranema is a rural community approximately forty miles from Rio in Brazil. Data collected in 1962, using a probability sample of the resident population, is now being analyzed in reference to their attitudes toward Japanese and Jews, relating it to such variables as social class, etc., and to a scale of national ethnocentrism developed by the researcher. For this scale, national ethnocentrism is measured by a series of items which counterpose the nation (we Brazilians) to "the rest." The scales dealing with attitudes toward minority groups are adapted social distance scales.

The researcher hypothesized that national ethnocentrism is positively correlated with negative attitudes toward minority groups. Education is negatively correlated with negative attitudes toward minority groups. The preliminary findings show that the hypotheses were well supported by the data. He also found that the degree of social distance is greater vis-à-vis Jews than Japanese.

86. The American Dilemma: An Empirical Test, *Frank R. Westie, Department of Sociology, Indiana University, Bloomington, Indiana.*

Contending that nowhere in *An American Dilemma* does Gunnar Myrdal present an empirical test of his central theory, and that critics of the theory have also failed to test the basic assumptions on which their criticisms are based, this researcher attempted to test empirically the basic propositions, postulates, and assumptions of Myrdal's primary theory. The questions this study seeks to answer are: (1) Do people endorse such conflicting valuations? (2) Do they recognize the inconsistency involved? (3) Do they, in fact, rationalize this inconsistency, and if so, do such rationalizations take the form of beliefs? (4) Are psychological mechanisms other than rationalization employed? For example, are conflicting values repressed? (5) Where one or the other of the conflicting valuations is "adjusted" (i.e., changed or qualified), which of the valuations does the respondent alter or qualify, the general or the specific? (6) To what extent are people aware of, or oriented in terms of, the idealistic tenets of democracy and Christianity?

The 103 cases composing the sample were selected from forty residential blocks in the city of Indianapolis. Within each household, either the male head of the household or his wife, but never both, were interviewed. Since most of the interviewing was done on Saturdays and in the evening, the sex ratio of the sample remained fairly well balanced (53 women and 50 men).

The questionnaire included three forms which were completed by all respondents. Form I lists ten items designed to assess the degree to which the respondent endorses the general valuations subsumed under the "American Creed." Form II is designed to elicit specific valuations. It consists of ten social distance-type items describing hypothetical but quite plausible situations which permit the respondent to indicate the degree of social distance he prefers to maintain between himself and Negroes. Each item in Form II is matched to an item in Form I in such a way as to maximize the possibility of conflict between the general and specific valuations, and also to enhance the likelihood that respondents would recognize value conflicts where they exist. Form III consists simply of spaces to record, at given probe levels, open-ended responses to the value conflicts elicited by the items on forms I and II.

A number of empirical relationships are reported: "(1) A substantial majority of the sample subscribe, at least verbally, to the American Creed: the mean per cent of agreement with the ten general valuation statements is 81.1 per cent. (2) Respondents were considerably less likely to endorse the specific valuations than the general valuations; the mean percentage agreeing with the specific valuations was 56 per cent. Thus as Myrdal emphasizes, a considerable discrepancy exists between specific and general valuations. (3) Respondents tended to recognize the conflict between their general and specific valuations without comment from the interviewer. The majority (59.6 per cent) of explanations of conflict were volunteered spontaneously. (4) There is a tendency to explain consistency as well as inconsistency. Of the total number of "explanations" given by the sample, 25.6 per cent were explanations of consistency. (5) To resolve conflicts between the specific and the general valuations presented to them in the interview, the respondents invoked additional valuations (other than the two in conflict) almost as frequently as they did beliefs. (6) In resolving the dilemma, the general pattern is for the respondent to adjust the specific valuation so that it does not appear to conflict with the general, though some adjustments were also made in the general valuations. (7) When the specific valuations refer to legal, political, and educational relationships, conflict between the general and specific valuations is appreciably less likely. This is due to the fact that nondiscriminatory behavior is most likely to be endorsed in these areas. The researcher concludes that this pilot study supports the Myrdal theory sufficiently to justify testing on a nation-wide basis.

A report of the study appeared in the *American Sociological Review,* August, 1965.

87. The Influence of Instruction in Cultural Anthropology Upon Counselor Attitudes Toward Selected Southwest Ethnic Groups, *George C. Zahl, College of Education, University of Wyoming, Laramie, Wyoming.*

The purpose of this study was to investigate the possibility of changing the ethnic attitudes of counselors toward Southwest Indians and Mexican-Americans by means of short-term instruction in the cultural-anthropological backgrounds of these two groups. The study consisted of an experimental group of 77 counselors from the Southwest who were enrolled in three National Defense Education Act Counseling and Guidance Training Institutes conducted on the University of Arizona campus during the summers of 1961, 1962, and 1963. The control group of 125 subjects was divided into two major subgroups, which differed in terms of content and method of instruction from the study group.

The instrument used to measure attitude change was an adaptation of Osgood's Semantic Differential. The inventory allowed the subjects to express their feelings toward the ethnic groups by responding to 60 polar adjectives, each on a seven-point continuum.

With a few specified limitations, the following conclusions were drawn: (1) There was no significant change in the counselors' attitudes toward the Southwest Indian and the Mexican-Americans following a period of instruction emphasizing the cultural-anthropological backgrounds of the two ethnic groups. (2) There was no significant change in the attitudes of subjects toward these ethnic groups regardless of the method or subject matter taught. (3) There was no evidence of a significant change in ethnic attitudes of the experimental group one, two, and three years after instruction. (4) There was no evidence that concepts about categories of traits were more subject to change with instruction than concepts about individual traits. (5) The subjects displayed a consistent pattern when ranking the ethnic groups on an attitude scale. The most favorable rank was given to the Anglo-American and the least favorable to the Southwest Indian.

BRIEF NOTES

***88. Growth at Adolescence,** *J. E. Anderson, Department of Anthropology, State University of New York at Buffalo, Buffalo, New York.*

Four hundred boys, 10–19 years old, are being studied serially. Besides recording biological growth at six-month intervals, the researcher is doing social interviews. In the suburban population being studied, Negroes, Jews, and Catholics form a very small minority group. Some information is being gained concerning the development of attitudes toward these segments of the population.

89. The Changing Conceptions of the Roles of Religion with Reference to Social Justice, as Reflected in the Congressional Record, 1930–60, *Everett G. Beckman, York Junior College, York, Pennsylvania.*

***90. Effectiveness of Programed Case Method for Increasing Equal Opportunities,** *Charles A. Dailey, Department of Personnel and Industrial Relations, American University, Washington, D.C.*

This project seeks to design a way of changing the decision-making patterns of personnel and other administrators so that standards for hiring and promotion will be less discriminatory. It was hypothesized that decision-making patterns can be changed without necessarily altering attitudes. This project is methodological only, from August through January 1967. Methodology of the project includes programed instruction, psychodrama, incident process, etc. Findings will be only in terms of feasibility of a much larger effort.

***91. The Nature and Correlation of Prejudicial Attitudes,** *Gordon J. DiRenzo, Department of Sociology, Fairfield University, Fairfield, Connecticut.*

The particular focus of this series of studies is "the prejudiced personality." One aspect of the studies is a before-and-after measurement of prejudicial and ethnic attitudes, involving a course on the social psychology of prejudice, with race relations as the intervening variable.

92. The Effects of Mixed Marriages (Religious) on Attitudes of Offspring, *Abraham Gelfond, Department of Education and Psychology Montclair State College, Upper Montclair, New Jersey.*

93. The Apathetic Majority: A Study Based on Public Responses to the Eichmann Trial, *Charles Y. Glock, Gertrude J. Selznick, and Joe L. Spaeth, Survey Research Center, University of California, 2220 Piedmont Avenue, Berkeley, California.*

This book (New York and London: Harper and Row, 1966) represents an assessment of the impact of the Eichmann trial on public opinion. The study is based on approximately 500 interviews conducted with a sample of the population of Oakland, California.

This study was conducted by the Survey Research Center, University of California, under a grant from the Anti-Defamation League.

94. Christian Beliefs and Anti-Semitism, *Charles Y. Glock and Rodney Stark, Survey Research Center, University of California, 2220 Piedmont Avenue, Berkeley, California.*

This book (New York and London: Harper and Row, 1966) represents the first report of a five-year program and gives attention to assessing the religious component in contemporary anti-Semitism. Data were collected from 3,000 church members in San Francisco and from a national sample of the population (2,000 interviews).

The study was conducted by the Survey Research Center, University of California, under a grant from the Anti-Defamation League.

***95. Race Relations Between Adolescent Immigrants and U.K. Nationals,** *M. C. Grayshon, Institute of Education, University of Nottingham, Nottingham, England, and T. E. Walton, London Methodist Association of Youth Clubs, London, England.*

An experiment is being carried out among different Methodist youth groups, which tend to be of one race, where groups of different races (West Indian, African, and English) spend week ends working together. It is felt that common goals among the adolescents will provide a means of cooperation which will allow an exploration of each other's community, giving insight into each other's attitudes and thereby encouraging toleration and understanding of one another. So far, the researcher reports, the experiment has been successful.

***96. Interracial Attitudes Among Elementary School Children,** *Barry E. Herman, New Haven Schools, 190 Stevenson Road, New Haven, Connecticut.*

The purpose of this study is to discover the effect of housing upon the attitudes of Negro and white children toward different racial groups. It is hypothesized that children who live in a non-segregated public housing development are less antagonistic toward different racial groups than are children who live in segregated situations. Secondary purposes are: (1) To determine the relative social distance of various relationships as judged by sixth graders; (2) to determine the differences between Negro and white racial groups, and between boys and girls, within a sixth-grade class, in racial attitudes; and (3) to determine the relationships between racial attitudes of sixth grade children and certain factors which might influence their choices. Such factors as place of residence, occupation of parents, scholastic ability, and place of birth will be considered.

A modified social distance scale and a modified race questionnaire will be used to study interracial attitudes among 200 sixth-grade children in the New Haven, Connecticut, public schools. Children from three elementary schools will be involved in the study. The schools have the following racial composition: (1) an even ratio of Negro and white children from an area where most of the children live in a nonsegregated public housing development; (2) a practically all-white enrollment in an area of no public housing; and (3) a practically all-Negro enrollment in an area of no public housing.

***97. Changes in Values of College Students During the College Years,** *Irving Jacks, Department of Psychology, Ogontz Campus, Pennsylvania State University, Abington, Pennsylvania.*

This study was based on the question of whether attitudes and values of students change while in college. A questionnaire was administered to a "representative" cross-section of students, covering social, political, ethical, vocational, and academic values and attitudes. Changes are to be analyzed in relation to major field, academic year, sex, grade-point average, vocational goals, religion, and family socio-economic status. Included are items regarding the acceptability of interfaith marriage.

98. Intergroup Attitudes of Northern and Southern White and Negro College Students: A Replication of the Sims-Patrick Study, *Barry Jacobs, Department of Sociology, Pennsylvania State University, University Park, Pennsylvania.*

Regional and racial groups are compared on attitude patterns and intergroup contacts. In the Southern "white" sample, the researcher is retesting the Sims-Patrick findings of attitudinal

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change with progressive exposure. The study is further designed to retest findings of a University of Alabama thesis (1961) indicating that progressive trends toward liberalism and egalitarianism do not appear in Southern samples when college of enrollment is controlled.

99. **Development of Prejudices in Children,** *Anitra Karsten, University of Frankfurt, 11 Durerstrasse, Frankfurt am Main, West Germany.*

*100. **Attribution of Failure as a Function of Competitor's Racial Background,** *Herbert M. Lefcourt, Psychology Department, University of Waterloo, Waterloo, Ontario, Canada.*

White students are faced with failure on an "intelligence"-demanding task in competition with a Negro. Continuous estimates are made by the white subjects and the Negro confederates as to the probability of their winning on the next trial. It is predicted that whites will maintain expectancies of winning despite failures if they are more authoritarian and hence deny new information that is contrary to the stereotype they hold of themselves.

This work has just proceeded past the pilot stage, so no results are offered yet.

*101. **Political Extremism and Anti-Semitism,** *Seymour M. Lipset and Earl Rabb, Survey Research Center, University of California, 2220 Piedmont Avenue, Berkeley, California.*

A study of the potential for political anti-Semitism in the United States, based on historical data plus interviews with known political extremists, is being conducted by the Survey Research Center under a grant from the Anti-Defamation League.

102. **Some Correlates of Bigotry,** *Gary M. Maranell, Department of Sociology, University of Kansas, Lawrence, Kansas.*

Attitude surveys were conducted in a number of college student populations to test the hypothesis that conservative political and religious attitudes are related positively to bigotry. Thirteen dimensions of political attitude and eight dimensions of religious attitude were investigated, and their relationship to anti-Semitism and anti-Negro attitudes were examined. It is reported that "certain subvarieties of political and religious attitudes are more correlated with bigotry than others."

***103. Attitudes Toward Jews Among American Negroes,** *Gary Marx, Survey Research Center, University of California, 2220 Piedmont Avenue, Berkeley, California.*

A study of Negro participation in the civil rights movement and its relationship to attitudes toward Jews is based on a national sample of the Negro population together with specialized samples of the Negro population of New York, Chicago, Atlanta, and Birmingham.

The study is being conducted by the Survey Research Center, University of California, under a grant from the Anti-Defamation League.

***104. The Impact of Neighborhood Racial Invasion on the Attitudes and Future Orientation of Replaced Whites,** *Robert Mast, Department of Sociology, Chatham College, Pittsburgh, Pennsylvania.*

Ninety per cent of a middle-class, all-white neighborhood of 60 families was replaced by Negroes of similar social class within a two- to three-year period. Replaced whites located in their new residences were interviewed. A noninvaded middle-class white neighborhood was selected for control, and interviews were conducted with the same instrument. The major hypothesis is that a significant neighborhood racial exposure reduces the likelihood of a rapid decision to move in the future, under hypothetically similar conditions.

***105. Attitudes Toward the Culturally Disadvantaged Before and After a Course,** *Stanley M. Newman, Department of Anthropology, Illinois Teachers College Chicago–North, 5500 North St. Louis Avenue, Chicago, Illinois.*

The college offers an inservice graduate course to teachers entitled "Cultures of the Disadvantaged." This course treats various groups, such as the disadvantaged Negro, Appalachian white, Puerto Rican, Mexican-American, and American Indian. As part of the course an attitude survey is administered to the students to measure attitudes of teachers toward the culturally disadvantaged both before and after the course. The sample consists of a class of approximately 30 teachers. Four such classes are tested yearly ($N = 120$) along with the same number in a control group. The instrument is being refined, and the data already collected is being analyzed.

***106. The Influence of Class and Racial Bias of Teachers upon the Social and Personal Adjustment of Pupils,** *George Rotter, Psychology Department, Long Island University, Brooklyn, New York.*

Independent of class-associated behavior, are evaluations of pupils lowered by class or racial identification per se? Or, as the major hypothesis of this study specifies, are low-status children rated in the extreme compared to middle-status children? Teachers will be administered vignettes of children. Class identification (middle and low), racial identification (Negro and white), class behavior (middle and low), and sex, will be factorially balanced. The study is presently in the pilot stage.

107. An Investigation of the Significance of Race Consciousness to Negro Students at Indiana University, *Willie B. Scott, Indiana University, Bloomington, Indiana.*

***108. Racial and Religious Prejudice,** *Robert Sokol, Department of Sociology, Dartmouth College, Hanover, New Hampshire.*

A comparison is made between Negro and Jewish prejudice scores in terms of a variety of social, economic, and political attitudes, as well as within the context of status inconsistency. One major focus is on the relationship of prejudice and right-wing sentiments; a second major focus will be on determining the role, if any, of prejudice as a strain-induced consequence of status inconsistency.

The sample is a cross section of a Boston suburb which was interviewed in 1958 and then reinterviewed in the fall of 1964 just before the presidential election. The Negro and Jewish items come from an Anti-Defamation League-sponsored national survey questionnaire done by the National Opinion Research Center last fall.

***109. The Value Consequences of High Education,** *Maurice E. Troyer, Department of Educational Psychology, International Christian University, 1500 Osawa, Mitaka, Tokyo, Japan.*

This research differs from most value studies in that it is not independent of the university program. The research is incorporated in three one-unit courses on "The Nature and Meaning of Values," distributed throughout the four years and included in the requirements for general education in the social sciences. A longitudinal study of the class that entered I.C.U. in April, 1962, is nearing completion. The data results from comprehensive sampling of value constructs from broad spectra of ideologies and kinds of values represented in a university program. The final report will also entail comparison of students' values and value changes with parents, alumni, and faculty; intercultural comparisons; and special attention to the roles and underlying values of students, faculty, and administration in university policy and decision-making.

METHODOLOGICAL CONSIDERATIONS IN ATTITUDE RESEARCH

***110. Attitudes Toward Open-Occupancy Housing in a High-Status Suburban Area,** *John E. Hughes, Department of Sociology, and Gerald I. Manus, Department of Psychology, Villanova University, Villanova, Pennsylvania.*

The researchers' basic concern is a description of the attitudinal reactions of suburban residents to the fact or the prospect of Negro occupancy. Beyond describing the positive or negative reactions of residents to Negro occupancy, they attempt to correlate attitudes with various social variables, such as age, home ownership, occupation, etc., to explore the basis for the expressed attitudes, and to relate them to more general attitudes toward minority groups. It is anticipated that the high economic, educational, occupational, and social status of the residents of this suburban community will lead to attitudes with regard to race and interracial housing that differ significantly from residents of other areas.

The total area was subdivided into a number of subareas, and interviewers obtained a quota of completed questionnaires for each area.

111. Effects of Psychology on Attitudes, *Bernhard Kraak, Ev Schule für Heimerziehung, Ringelbach Strasse 200, F41 Reutlingen, West Germany.*

Does information about the causes of attitudes toward members of national, religious and racial outgroups—by way of a course in psychology—reduce prejudice? It was hypothesized by the researcher that such a course would be effective in reducing prejudice. Attitudes for experimental and control groups of 95 female and 25 male German students were measured before and after the fifty-hour course. Attitudes were found to change; people who behave differently are judged more positively if their behavior is seen as the result of various causal factors. The researcher reports that " 'causal orientation' increases tolerance."

112. An Extension of Greenberg's Linguistic Diversity Measures, *Stanley Lieberson, Department of Sociology, University of Wisconsin, Room 409, Social Science Building, Madison, Wisconsin.*

In his study of the measurement of linguistic diversity among racial and ethnic groups, Professor Lieberson extended Joseph H. Greenberg's measures (in "The Measure of Linguistic Diversity," *Language,* 1956) to linguistic diversity or communication between two or more spatially delineated populations or between socially defined subpopulations of a larger aggregate. In an article that appeared in *Language,* November, 1964, Professor Lieberson reports: "By means of Greenberg's indexes, it is possible to determine the linguistic communication within areas or socially significant populations. By means of the indexes proposed here, it is possible to get at questions of linguistic communication between segments of a given population. These measures, used in tandem, provide an instrument for a quantitative approach to a basic socio-linguistic problem, namely, the degree to which language sets population apart so that communication within social components of a population is greater than between the components." Studies using these indexes are reported in detail.

113. Stereotypes and Intergroup Relations in Eastern India, *S. C. Panchbhai, Anthropological Survey of India, Government of India, 27 Jawaharlal Nehru Road, Calcutta, India.*

Stereotypes held by various occupational groups including different categories of students of the four states in the eastern part of India were surveyed with the help of a questionnaire (a modified Katz and Braly) and the difference or correlation between different categories of samples obtained. The results from the stereotype scale were in each case correlated with those of a group preference scale. Data were collected from 3,896 subjects, but analysis was restricted to only 1,710 of that group.

The researcher made the following hypotheses: (1) Stereotypes, in most cases, may be indicators of intergroup relations rather than group characteristics; (2) Though auto- or hetero-stereotypes held by different sections of a community may not differ significantly, ethnocentrism and prejudice as expressed through these may differ. Both of the hypotheses were "proved" by the study. It was also found that though economic factors are not always responsible for intergroup conflict, urban people show more marked degrees of outgroup antipathy, and that education does not generally lessen prejudice and, in some cases, rather accentuates it.

114. Prejudice, Anomie, and the Authoritarian Personality, *Arnold M. Rose, Department of Sociology, University of Minnesota, Minneapolis, Minnesota.*

The purpose of this study is to note relationships among the above, and to ascertain whether the authoritarian personality and anomie scales are sufficiently "culture-free" to make them valid when used in a country like Italy. Data for this study are drawn from two interview surveys: (1) A random sample of members of a local teamsters union in Minneapolis; (2) A random sample of residents in two lower-class communities of Rome, Italy.

Using cross-tabulations, tests of significance, and a cross-national comparison, the researcher reports the following findings: "In the American sample, anomie has a stronger relation to race prejudice than does 'authoritarian personality.' In Italy, the low level of race prejudice is not matched by low levels of anomie or authoritarian personality. The two scales are not sufficiently culture-free to make them directly useful in Italy."

This study was reported in *Sociology and Social Research,* January, 1966.

***115. Dimensions of Political Conservatism,** *Gerald Wayne Simmons, Department of Sociology, William Penn College, Oskaloosa, Iowa.*

It was hypothesized that degrees of political conservatism could be ascertained by attitudes toward certain specifics. A questionnaire was prepared, based on Likert scales. Student samples were obtained from William Penn College, the University of Arkansas, and the University of Kansas. Each question was submitted to an item analysis—the statistical procedures used included Q scores and chi-square scores. On the basis of samples totaling approximately 600 participants, the researcher believes that the scales do measure degrees of political conservatism.

116. The Relationship of Social Mobility and Status-Striving to Discrimination Against Minority Groups, *Dallas Taylor, Department of Sociology, Mankato State College, Mankato, Minnesota.*

The purpose of the study was to explore the relationship of social mobility and status-striving to discrimination against minority groups. Three hypotheses were tested: (1) that mobility history alone will not predict discrimination; (2) that mobility attitude alone will not predict discrimination; and (3) that mobility history plus mobility attitude will not predict discrimination. Statistical analysis of data obtained from 225 men from Toledo, Ohio, yielded the following findings: It was found that mobility history alone did predict discrimination, with the downwardly mobile receiving the highest mean discrimination scores and the upwardly mobile the lowest. Mobility attitude alone did not predict; strivers and nonstrivers did not differ significantly from each other. Mobility history combined with mobility attitude did not predict; strivers and nonstrivers in each mobility history category did not differ appreciably from one another. Education was negatively correlated with discrimination. Class was significantly related to discrimination, with the upper middle class receiving the lowest mean scores and the workingclass the highest. Religious groups did not differ significantly from one another in intensity of discrimination.

This study was done by Mr. Taylor for his M.A., which was under the direction of Eldon E. Snyder, at Bowling Green State University.

117. Race and Belief as Determinants of Behavioral Intentions, *Harry C. Triandis and Earl E. Davis, Department of Psychology, University of Illinois, Urbana, Illinois.*

This study was published in the *Journal of Personality and Social Psychology,* November, 1965, and is there summarized as follows:

Three hundred persons "responded, on 12 semantic and 15 behavioral differential scales, to 8 stimulus persons generated by all possible combinations of the characteristics Negro-white, male-female, pro- or con-civil rights legislation. [The authors] also rated 35 political and civil rights issues on semantic differentials. A factor analysis based on the covariances of responses to variables, defined 11 types of Ss. [Two] of these types were strongly prejudiced. One type of S showed 'conventional' prejudice; they were extremely sensitive to the race component when responding to the stimulus persons. Ss of the other type showed 'belief' prejudice; they were particularly sensitive to the beliefs of the stimulus persons. The relative importance of the race and belief components varied systematically with the degree of intimacy implied by clusters of behaviors which the Ss indicated they were willing to undertake with the stimulus persons. [Their] . . . behavioral intentions are a function of both personality and the type of behavioral intentions involved."

BRIEF NOTES

†118. Factorization and Validation of Instruments Used for Measuring Stereotypes, *Rudolf Bergius, Psychologisches Institut der Universitat Tübingen, Marktplatz 5, West Germany.*

Using 20–30 groups of workers in several parts of the German Federal Republic, national stereotypes in German workers and discriminating behavior of these workers toward foreign colleagues in the same factory will be measured. Attribute scales, controlled interviews, and interaction analysis in the field will be used.

119. Prejudice: Fear, Hate, or Mythology? *William Eckhardt, College of Osteopathic Medicine and Surgery, Des Moines, Iowa.*

It was hypothesized that although fear and hate may contribute to prejudice, especially in extreme cases, prejudice is basically a function of belief in the myth of superiority as opposed to belief in the myth of equality. Value analysis of the Fascist, radical right, and authoritarian personality was used in research. Findings showed that while apparently varying in the intensity of their emotional reactions, all of these persons adhere to the same basic ideology: the myth of superiority as opposed to the myth of equality. The completed report is published in the *Journal of Human Relations.*

***120. Attitudes of Separatism in Quebec,** *Fernand Fontaine, Department of Sociology, Sir George Williams University, Montreal, Quebec, Canada.*

One association sample, one academic institution sample, and two general population samples (province of Quebec) were studied, to test the hypothesis that socio-economic deprivations (absolute and relative) lead to proseparatism. Preliminary analysis seems to confirm the hypothesis.

***121. Conflict Episode Analysis,** *H. H. Giles, 520 Main Building, New York University, New York, New York.*

This study utilizes a clinical method in the analysis of all forms of social conflict including the area of intergroup relations in schools and communities. The problem of this study is to establish the presence or absence of taxonomic guides to symptoms, treatment, dynamics, and research problems in the field. Literature of the field and 425 recorded analyses and notes on twenty-one years of instruction in the method are used to identify emergent categories and illustrative samples.

***122. Transclassical Logical Assumptions Relevant to Modes of Thinking about Intergroup Relations,** *Louise H. Klein, 550 Coventry Road, Berkeley, California.*

"My immediate interest is in developing an abstract mathematical sort of logic in which ego-subjects, alter-subjects, and objects can be properly differentiated and their "triadic" interactions represented—something which classical and neoclassical logics do not permit. I believe this may ultimately have relevance for modes of thinking about intergroup relations and other problems in behavioral science."

***123. Attitudes Toward de Facto Segregation in a Northern City,** *Leonard A. Marascuilo, University of California, Berkeley, California.*

***124. Integration Attitude Survey,** *Juliet Saltman, University of Akron, 844 Frederick Boulevard, Akron, Ohio.*

A sample of 600 was involved in the study. Several classes of students participated. Each student was also asked to give the survey to a friend in his own age group, a parent, and a friend in his parents' age group. One class was re-examined after intensive study of minority group relations.

Attitudes toward five areas of integration were examined: housing, employment, school, recreation, and public accommodations. There were three major hypotheses: (1) Attitude differentials exist regarding various aspects of integration; (2) the young are more receptive to all types of integration than the old; and (3) those exposed to study in race relations will be more receptive to all types of integration.

Analysis of the data is in process.

125. Unidimensionality and Item Invariance in Judicial Scaling, *Harold J. Spaeth, Department of Political Science, Berkey Hall, Michigan State University, East Lansing, Michigan.*

Methodological considerations in attitude research are considered. The study presents and defends a unidimensional approach to Supreme Court decision-making, along with a method for applying this unidimensional concept. The analytical technique is Guttman scalogram analysis. Data include all cases pertaining to civil liberties and economic regulation formally decided by the U.S. Supreme Court during its 1960–62 terms.

The findings were published in *Behavioral Science,* July, 1965.

***126. Attitudes toward Desegregation Held by Public School Teachers in the South,** *Lawrence S. Wrightsman, Jr., Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee.*

The problem has been to measure attitudes toward desegregation held by white and Negro teachers in the South and to determine if participation in Civil Rights Act-sponsored institutes changes such attitudes. The sample consists of 200 teachers in the Christian County, Kentucky, system, 250 teachers in the Chattanooga City school system, 86 teachers participating in a summer workshop at Peabody, and 30 teachers participating in a workshop at Knoxville College.

ATTITUDES TOWARD SEGREGATION AND DESEGREGATION

127. Religious Practice and Religious Education, and their Relationship to Attitudes Toward Racial Segregation in Housing, *John F. Connors III, Department of Sociology, La Salle College, Philadelphia, Pennsylvania.*

The topic was investigated for a group of Catholic students in Catholic colleges in a large Eastern metropolis. The freshmen classes were studied in the fall of 1956 and the seniors, in 1960. Most of the 366 seniors who completed questionnaires had been among the 553 who completed it in 1956; anonymity had been deemed advisable, however, and it was not possible therefore to study change in individual respondents by matching questionnaires.

Frequency of communion over the last four weeks was used as a measure of religious participation; proportion of secondary education received in Catholic schools was the measure of Catholic education; and attitude toward racial segregation in housing was obtained from agreement or disagreement with the statement "Negroes should live in their own neighborhoods and should not be permitted to move into white neighborhoods." Several findings are reported: "For freshmen men and women, there was a small to moderate statistically significant positive correlation between religious practice and acceptance of the Church's teaching on the immorality of racial segregation. Among the seniors in 1960, men and women, the relationship was small though still positive and not statistically significant. The relationship between extent of Catholic education in high school and rejection of housing segregation was slight, negative, and not statistically significant for freshmen or seniors. When attitude toward the Church's teaching on contraception was related to Catholic education and religious participation, all correlations were positive though not particularly high. Four of 6 tables showed statistically significant relationships, and in 6 of 7 cases, the correlations were higher than the corresponding correlations on housing segregation."

*128. Attitudes Toward Church Integration in a Transition Area, *Marjory G. Goar, Department of Sociology, Southern Methodist University, Dallas, Texas.*

The problem of this study was as follows: When Negroes move into a formerly all-white area, what effect does it have on attitudes of racial prejudice of members of churches in the area? The independent variable was degree of church participation (involvement), to be measured by answers to questions, patterned after Demerath and adviser, Dr. Morton King, regarding church activities, church attendance, close friendships in church groups, and contributions. The dependent variable was attitude of racial prejudice, to be measured by answers to a questionnaire designed to measure the "intensity" of feelings toward integration in respondent's church following the pattern of the Cornell technique scalogram scales and analysis devised by Guttman.

A sample of three Southern Baptist churches of comparable size located in the transition area, one with all-white members, one all-Negro, and one integrated, was used in the study. Mail questionnaires were used. Church participation and the attitude toward church integration were to be measured by answers to questions graduated in intensity as answered by strongly agree, agree, disagree, or strongly disagree. Other questions were designed to measure feelings of whites toward Negroes and of Negroes toward whites.

It was hypothesized that the greater the degree of church participation, the less the degree of racial prejudice. The subhypotheses were: (1) The greater the degree of primary intergroup contacts, the less the racial prejudice. (2) The same will hold true for secondary intergroup contacts. Research is still in progress.

129. Psychological Determinants of Reaction to Neighborhood Racial Change, *Joel S. Grossman, Department of Psychology, Fresno State College, Fresno, California.*

The problem was to identify some motivational determinants of attitudinal reaction to neighborhood racial change on the part of whites. The basic hypotheses were that individuals in a threatening social situation would display motivational arousal, a pattern of beliefs which were hostile to the Negro-American newcomers, and, therefore, a pattern of rejection of social relations with the newcomers. Two groups were interviewed and compared: whites in a stable neighborhood and whites in a neighborhood just beginning to undergo racial change. They were compared on measures of motivation, belief, and attitude. Both areas and samples were identical on a number of socio-economic measures. The sample was 62 household heads from a suburban area adjacent to the city of Cleveland, Ohio. The area is an aging one, and the respondents are older people.

Findings showed that there were no differences between the stable and changing samples on measures of motive, belief, and attitude. The measures of motive did not predict attitude, but there was a significant but low correlation between belief and attitude.

***130. Measurement of the "Religious Variable,"** *Morton King, Box 192, Southern Methodist University, Dallas, Texas.*

The aim of the project is to contribute toward measurement of the "religious variable." It seeks to determine whether, for the subjects studied, the variable is multidimensional and, if so, what the dimensions are. For purposes of this exploratory study, "being religious" is defined in terms of amount and kinds of involvement in the life of a local congregation. Hypotheses (null): (1) Degree of congregational involvement is unidimensional. (2) Method of recruitment (evangelism) is not related to kind and amount of congregational involvement. (3) Attitude toward minority persons is not related to kind and amount of congregational involvement.

A questionnaire will be mailed to simple random samples (total 1,000) of adult members of six Methodist congregations in Dallas County, purposively selected to include variations in socio-economic status, doctrinal emphasis, liturgical practice, and size and age of congregation. Follow-up procedures will attempt to secure 100 per cent response. The questions cover a little personal information, measures of the two related variables, and ten questions believed to measure each of six hypothesized "dimensions"—based on the literature and three preliminary studies. Hierarchical cluster analysis will be the principal tool of analysis.

***131. Group Composition and Communication,** *David W. Lewit, Research Center for Group Dynamics, Institute for Social Research, Box 1248, Ann Arbor, Michigan.*

A series of laboratory experiments is planned in which four-person biracial groups will be structured in one of two ways and compared with all-white and all-Negro groups. All subjects will be high school boys, and about twenty groups of each type will be run in each experiment. In one type of biracial group (NNWW) Negro members will have direct telephone connections with each other as well as with one or the other white member. In the other type of biracial group (NWNW), the communication network will link each Negro with two whites, and each white with two Negroes, but will isolate race-mates. With ego-involving problems which require exchange of information, emotional effects are expected to inhibit individual communication and group efficiency in the racially isolated but not the other groups. The researcher will measure ethnic marginality and personal aggressiveness in all subjects on the expectation that results for a given network or position within a network will differ according to these personal characteristics. In the sixteen months of the current project, he expects to use different levels of complexity and ego relevance, and also to test the effects of forced communication. Under any of these conditions he is interested in what facilitates as well as what inhibits communication and group problem-solving. In the future the testing of such situational variables as special reward systems, pseudohomogeneity of racial composition, semantic problems of cross-racial communication, etc., are also planned. There are no findings at this date.

***132. Racial Attitudes of Southern College Leaders,** *John Rouse, 442 Ridge Road, Greenbelt, Maryland.*

The purpose of this research paper is to discover and analyze the probable differences in attitudes among student leaders in the eleven Southern states that once formed the old Confederacy. The survey will attempt to explain the trends in attitude change concerning racial discrimination. The questionnaire poll, consisting of 46 questions, was mailed to every student government association president and every campus (student) newspaper editor of every accredited college in the selected area. The researcher reports that these persons are known to be individuals of responsibility on the undergraduate college level; and, in addition, they have been elected and/or selected by the masses of students to represent their respective institutions in important positions. In less than a two-month period over 60 per cent of the questionnaires were returned. Mr. Rouse, under the direction of Guy B. Hathorn of the University of Maryland, plans to complete the M.A. thesis by August, 1966.

133. Effect of Racial Characteristics of Investigator on Self-Enumerated Responses to a Negro Prejudice Scale, *Gene F. Summers, Department of Sociology, University of Illinois, 1204 West Oregon Street, Urbana, Illinois.*

"Will the investigator's racial characteristics affect responses to a Negro attitude scale when a group-administered, anonymous, self-enumerative procedure is employed?" The questionnaires were group administered by two investigators in each group. In a portion of the groups both investigators were white; in the remainder of the groups there was a Negro and a white investigator. The subjects were University of Tennessee students during the spring of 1961. The results indicate that socially acceptable answers to the Negro attitude scale are reported with greater frequency when one of the investigators is a Negro. However, this phenomenon is more pronounced among certain strata of respondents than among others, suggesting that we might profitably view such effects as the result of interaction between investigator and respondent characteristics.

A report of the study appeared in *Social Forces,* March, 1966.

BRIEF NOTES

***134. Interracial Relations,** *Mark A. Chesler, Center for Research on the Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Ann Arbor, Michigan.*

The purpose of this study is to investigate the social backgrounds, personality characteristics, decision-making processes, and experiences of selected Southern Negro youngsters who have desegregated previously all-white schools in the deep South. Interviews will be conducted with 100 Negro desegregators, their families, and their teachers across the state of Alabama. In addition, interviews will be conducted with a control sample of non-desegregating youngsters of similar background.

***135. Religious Living Project,** *Bernard Lazerwitz, Florence Heller School, Brandeis University, Waltham, Massachusetts.*

This study is a survey of 1,000 Protestants, 1,000 Catholics, and 1,000 Jews and represents a probability sample of Illinois. Its objectives are to explore the relationships among religio-ethnic identifications, family size, child-spacing, piety, and several socio-psychological measures. Also focused upon are certain measures of intergroup attitudes—especially in church-state-school sectors. The researcher hypothesized that: (1) Increasing degrees of religio-ethnic identification are associated with larger family sizes and shorter spacing between children; (2) increased religious involvement is associated with more "liberal" intergroup attitudes; (3) increased ethnic identification is associated with more conservative intergroup attitudes.

II. STUDIES IN THE CHARACTERISTICS, STRUCTURE, AND POSITION OF ETHNIC, RACIAL, RELIGIOUS, AND NATIONAL GROUPS

ETHNIC GROUPS

136. Stereotypes and Self-Images Held by Native-born and Foreign-born Mexican Americans, *Anthony Gary Dworkin, Department of Sociology, Northwestern University, Evanston, Illinois.*

"There are at least two varieties of Mexican-Americans in the Spanish-speaking ghetto, those who have lived there all of their lives and those who have recently come there from Mexico. . . . It might be expected that the two, having different available frames of reference for evaluating socio-economic conditions, might picture their present social situation differently. The native-born Mexican-American (NBMA) may compare his socio-economic condition with that of the Anglo [white American] and note his relative disadvantage; while the foreign-born Mexican-American (FBMA) may compare his socio-economic condition with conditions in Mexico and note his relative advantage. These perceptions may in turn affect the stereotypes and self-images each holds. It seems reasonable that the NBMA, who has lived in the same blighted area all of his life, and who has been unable to escape from the ghetto, may view his Anglo brother and himself in a manner different from that of the FBMA, who has recently left his home in Mexico to make a new life for himself in the United States. In light of the assumed differences between the NBMA and the FBMA in their available frames of reference for defining the situation, the following hypothesis was formulated: That the Mexican-American born in Mexico, who has recently come to the United States, employs more positive, or favorable, stereotypes in describing the Anglo-American and more favorable, or optimistic, self-images in describing himself, than does the Mexican-American born in the United States, who has lived in the same blighted area all of his life."

Student and community samples (50 and 230 individuals, respectively) were obtained from the predominantly Mexican-American sections of East Los Angeles and San Gabriel, California. Data were gathered through free-association techniques and through instruments in which subjects selected those adjectives that they felt best described their own and the Anglo groups. On the basis of this data, the experimental hypothesis was found to be tenable. It is suggested that a possible explanation for the differences between NBMA and FBMA may be found in theories of social relativism and reference groups such as advanced by Stouffer, Merton and Kitt, and others, which demonstrate that an actor's frame of reference determines his evaluation of his present socio-economic condition and his attitudes toward those in his social situation.

An article appeared in *Sociology and Social Research,* January, 1965.

***137. Race Mixture in the United States,** *Jack D. Forbes, Center for Western North American Studies, University of Nevada, Reno, Nevada.*

This is an historical project which seeks to trace the process of Indian-Caucasian-Negro mixture in the United States from earliest times. Emphasis has thus far been placed upon California between 1769 and 1848 and secondarily upon the Southwest as a whole. A tentative hypothesis is that considerable amounts of Negro and Indian ancestry have been absorbed into the heritage of so-called Caucasians. The methodology is historical, coupled, when appropriate, with social science techniques. Findings thus far tend to confirm the hypothesis by showing that "at least 20 per cent of the Spanish-speaking settlers in California in the 1790's were of Negro or part-Negro ancestry. These persons subsequently intermarried with the balance of the population, were absorbed, and have passed their genes on to contemporary Anglo- and Mexican-Americans."

***138. Spanish-speaking Population in New Mexico,** *Nancie L. Gonzalez, Department of Anthropology, Anthropology 140-A, University of New Mexico, Albuquerque, New Mexico.*

The researcher is studying the social, economic, and cultural characteristics of the Spanish-speaking population in New Mexico. She hypothesized that this population differs from that in other Southwestern states to the extent that it must be considered an entirely separate ethnic group. Much of the study is based upon existing sources, plus some investigation of local circumstances. Information is gathered from documents, statistics, and key informants. The researcher reports that, so far, findings show that the Spanish-American group in New Mexico is similar culturally to both other U.S. Spanish-speaking groups and to Latin Americans—especially Mexicans. However, the total social structure of which they are a part appears to be unique in New Mexico, for historical and economic reasons, and the mechanisms by which the Spanish group is articulated to the whole also differ from those found in other states.

139. The Careers and Career Aspirations of Young Canadians of French and Other Backgrounds, *Everett C. Hughes, French Canada Studies Programme, McGill University, Montreal, Quebec, Canada.*

"Major economic and social changes nearly always strike the various ethnic groups in a society and a labor force at different times and rates. Thus the massive urbanization and industrialization of North America struck French Canadians somewhat later than New Englanders and English Canadians. But French Canadians are now as urban and industrial, if not more so, than other Canadians. The effects of their later entrance remains in their distribution among the various positions in industry. There is now a second major trend. It is the plummeting downward of the agricultural labor force throughout North America (one hears of 35,000 unprofitable farms in Quebec) *without* a corresponding increase in the demand for unskilled and semiskilled industrial labor. That trend is accompanied by an increase of the proportion of the labor force in white-collar positions, and in professional or quasi-professional occupations. . . . The professional trend has two prongs. There is a great increase in the number of professions, hence in the demand for new kinds of professional training in institutions of higher learning; and, secondly, there is a great change in the way in which professions are practiced. They tend to be practiced in complicated organizations, in which the professionals tend to perform 'staff' rather than 'line' functions. Incidentally, it is generally true that an ethnic group which enters industry later than the founders tends to move upward into staff (accounting, designing, personnel, etc.) positions rather than into 'line' (command) positions."

Against this matrix, the researcher is executing a study of the careers of young Canadians, their training, and their career prospects. The study is under the auspices of the French Canada Studies Programme, McGill University, with the collaboration of the Université de Montreal.

*140. Socio-economic Characteristics of South El Paso, a Mexican-American Slum, *Clark S. Knowlton, Department of Sociology, Texas Western College, El Paso, Texas.*

South El Paso has the largest Mexican-American slum population in El Paso. It is one of the major "half-way houses" for Mexican immigrants entering the United States. The data is to be gathered by interviewing a general sample of the slum inhabitants and gathering information of family histories, size of family, location of family members, education, work histories, income levels, housing, relationships with community agencies, culture change and culture conflict, the social groupings found in the tenement, antisocial behavior, etc. The basic design is to get a community study of Mexican-Americans living in tenements and of the impact of poverty upon their lives and culture. The implicit hypothesis is that many of the social problems of these people are caused by the malfunctioning of cultural values and social institutions developed in rural Mexican and Mexican-American villages and communities.

***141. Ethnic Problems and Interpersonal Relations in the Kibbutz Movement,** *Paul Maucorps, Centre d'Etudes Sociologiques, Center National de la Récherche Scientifique, 82 Rue Cardinet, Paris, France.*

The experimental design involved study of four work branches in each of four kibbutzim (two old kibbutzim, two young kibbutzim, two belonging to the Artzi movement, two to the Ihoud.) Subjects were Germans, Poles, North Africans, Argentines, Belgians, French, and Israelis. Several procedures were involved: (1) near-sociometric procedure including items on empathy (120 subjects); (2) questionnaires on motivation (two hours, 95 subjects); and (3) nondirective personal interviews (three hours, 45 subjects).

There are five major hypotheses being tested: (1) Group cohesion varies in direct ratio to the ethnic diversity of members; (2) immigrant new members as well as old members show some resistance to collective integration; (3) Ashkenazi's attitudes of distance and distrust toward Sephardim create problems, particularly in work relations; (4) Israel-born members' ultranationalism delays the integration of immigrants; (5) the kibbutz members' unavowed racist feelings toward Arab workers create tensions.

142. Study of Anglo-American and Spanish-American Cultural Value Concepts and Their Significance in Secondary Education, *Fred E. Romero, Department of Education, State Office Building, Denver, Colorado.*

"This study was designed as an effort to contribute to the rapidly growing foundation of knowledge necessary to permit educators to proceed to clearer formulation of school policy in terms of curriculum construction, teacher preparation for "deprived" schools, and over-all equality of opportunity for all students of Spanish descent. It was the intent of this study to: (1) compare Anglo-American and Spanish-American culture value concepts and to determine value configurations that are in conflict one with the other in the two cultures; (2) determine the degree of acceptance of Anglo-American culture values by Spanish-American students; (3) determine the degree of teacher awareness of sociocultural differences as they affect the education of Spanish-speaking students."

A review was made of literature to determine the value structure inherent in each system and as a basis for the development of an acculturation questionnaire and a teacher awareness scale of sociocultural differences. The teacher awareness questionnaire was administered to a sample of 82 teachers; the acculturation questionnaire was administered to 348 Anglo- and Spanish-American students.

The researcher reports the following conclusions were drawn from the study: (1) On the basis of the review of the literature it was concluded that certain value configurations in the two culture systems were in conflict one with the other, indicating that each ethnic group studied was operating within its own frame of reference. (2) The Spanish-American students at the secondary level, as indicated by the data provided by the sample. demonstrated a high degree of acculturation and were complying with the dictates of the culture value system of the Anglo-American group. Furthermore, the Spanish-American students were experiencing very little culture conflict while in school. (3) The data gathered by the teacher awareness questionnaire and analyzed by standard statistical methods show that the selected sample of teachers at the secondary level was sensitive to sociocultural differences of Spanish-American and Anglo-American students.

143. Networks of Discord: The Relationship Between Spanish-speaking Organizations and Their Community, *Albert L. Sargis, Department of Sociology, Central Missouri State College, Warrensburg, Missouri.*

The problem was to discover the structure of the communications systems of political, civil rights, and civic voluntary associations among Spanish-speaking persons and how effectively this system communicated with the Spanish-speaking community. It was hypothesized that Spanish-speaking organizations do not follow the two-step process of communication, and that Spanish-speaking organizations are not communicating effectively (i.e., not transmitting the messages they intend) with the Spanish-speaking community.

To test this, interviews were conducted with representatives (usually presidents) of chapters of Spanish-speaking groups; a three-week period of participant observation with these organizations was carried out; and a sample survey of Spanish-speaking persons ($N = 250$) in the San Francisco–Oakland Bay area was conducted.

Several findings are reported: "(1) Spanish-speaking organizations did not follow the two-step process of communication; (2) these organizations had conflicting rationales for communication and an unsystematic, poorly planned, and uncontrolled communications system (e.g., provisions for feedback were minimal and unrelated to audiences' real reactions); (3) most messages did not reach their desired destination and those that did—and made the most impression—were the ones obtained through primary (e.g., friends, family, etc.) rather than secondary sources (e.g., newspapers, radio, etc.) or some combination of these two sources; (4) most Spanish-speaking people are unaware of these organizations, even though they read and hear the secondary media over which the organizations transmit; and (5) organization leaders have a negative image of the Spanish-speaking community, while those in the community who know of the organizations have a positive image of the organizations."

***144. Socio-economic Variables in the Acculturation Process: A Pilot Study of Two Washo Indian Communities,** *Alex Simirenko, Department of Sociology, University of Nevada, Reno, Nevada.*

"Despite near universal exposure to public education, ethnic communities persist in retaining their identity largely because substantial numbers of their members resist complete acculturation." A study by the investigator of the Russian ethnic community in Minneapolis explained the resistance to varying degrees of acculturation by relative positions of class, status, and power within that community. Moreover, it was found that the difference in the number of years of education of the most and the least acculturated groups was not statistically significant.

With appropriate adaptation of concepts and measuring scales a similar study of two remnant tribal communities of Washo Indians in northern Nevada is proposed. This study, the investigator suggests, would provide a useful comparison with his earlier research and a greater insight into the acculturation process of American Indians and, perhaps, other rural groups such as American-Mexican communities.

Scales for measuring class, status, and power used in the earlier study will be adapted to the culture and rural setting of the Washo Indians. An extensive questionnaire will be used to gather comparative data on socio-economic backgrounds of approximately 30 randomly sampled families in two Washo communities.

145. Educational Problems of Indian (Native) Children, *Thomas Storm, Department of Psychology, University of British Columbia, Vancouver, British Columbia, Canada.*

TAT, semantic differential, and paper and pencil personality tests were administered to 175 Indian and 169 white children 11–14 years old in Indian day or residential schools. The most significant results were: "Indians scored higher on achievement; Indians and whites share the perception of 'Indian' as more 'potent' than 'white,' but each places his group higher on evaluative scales of the semantic differential. Approximately 40 Indian and white children 6–10 years old did not differ significantly in attainment of Piaget conception of discontinuous quantity-weight, but Indian performance was less resistant to extinction and countersuggestion."

†146. The Mexican-American Migrant Farm Worker in Transition, *U.S. Department of Labor, Office of Manpower, Automation, and Training, Washington, D.C.*

Mexican-Americans make up a substantial share of the migratory farm labor force working in the North Central states. These people are leaving the migratory labor stream in increasing numbers to settle in Northern communities. Transition involves problems peculiar to this group, because they must adapt simultaneously to a new cultural environment and to new community and work situations. It was hypothesized that certain factors facilitate (or inhibit) the transition of Mexican-American migrant farm workers to Northern urban-industrial life.

The study population will comprise about 1,000 migrants and 75 community leaders. Mexican-American migrants at three stages of the transition process will be interviewed: current farm workers, short-term residents, and long-term residents of selected communities. Communities will be selected in order to provide a range of contrasting community and labor force contexts to avoid findings narrowly restricted to a unique case study. In each community two sample surveys will be made, one of the in-migrants themselves, and one of community leaders and other representatives of community organizations concerned with Mexican-American migrants and ex-migrants. The sample of migrant "dropouts" will be drawn from those census tracts in Michigan which in the 1960 census reflected a substantial increase in residents of Mexican-American ancestry. Personal interviews will focus on demographic information, occupational background, motivation for dropping out of the migrant stream, kinship and friendship ties, job aspirations, interest in training, retraining, or counseling, etc. Analysis will focus on comparisons of the migrant dropout group and the nonmigrant dropout group as well as community reactions.

This study, sponsored by the U.S. Department of Labor, will be conducted by the Staten Island Mental Health Society, Inc. The project will last for two years after initiation.

147. Ethnic Group Differences in the Relationship Between Trusting Attitudes and Cooperative Behavior, *Lawrence S. Wrightman and Clifford Uejio, Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee.*

This study was conducted to determine the relationship between attitudes toward human nature and cooperative behavior in a two-person non-zero-sum game, and to determine differences in cooperative behavior between Americans of Caucasian ancestry and of Japanese ancestry.

The subjects for this study were 80 female undergraduates at a state university. Half were Caucasian; the other half were Japanese-Americans. Each completed a battery of attitude scales, including Christie's Machiavellianism Scale, the Political Cynicism Scale, and the Philosophies of Human Nature Scale.

Two months later, each participated in a two-person game. Each subject was informed that her other player was either a Caucasian or a Japanese-American. The two players did not see each other. A typical payoff matrix was used, and responses were simultaneous. In actuality, both players saw, as the responses of the "other player," a set of responses programmed by the researchers. This set was the same predetermined random arrangement, over 50 trials, that was 76 per cent cooperative. The measure of the extent of each player's cooperative behavior is the number of blue or cooperative responses she made on the 50 trials.

The researchers report the following findings: "In the game there were no differences between ethnic groups in the extent of cooperative response. There was a tendency for each group to be more cooperative when its other-players were of the other ethnic group; the *F* for interaction was 2.63. There was a significant positive relationship between favorable attitudes and cooperative behavior when each group has a Caucasian other-player. In these two groups correlations between cooperation and beliefs that human nature is altruistic are .56 and .47; correlations between cooperation and trusting beliefs are. 35 and .45. However, the same relationships when the other-player is a Japanese-American are in the opposite direction and sometimes significantly so.

BRIEF NOTES

***148. The Makonde Tribe in Mozambique: Isolation and Contact,** *A. Jorge Dias, Centro de Estudos de Antropologia Cultural, Palacio Valflor, rua Jau, Lisbon, Portugal.*

A global study of the Makonde, who lived segregated from Europeans and Arabs until World War I, is being prepared. Their history, economy, techniques, social structure and organization, religion, myths and legends, arts, and conception of the world will be described in five volumes. Two are already in print, and two others were ready for print at the time the study was reported.

An attempt is made to understand how the Makonde existed prior to direct contact with "civilization," and what problems have resulted from the contacts of the last decades. Culture change as a result of direct and indirect contacts with the modern economy is a major focus.

The methodology is largely participant observation.

***149. The Position of American Indians in the Greater Los Angeles Area,** *Malcolm F. Farmer, Department of Anthropology, Whittier College, Whittier, California.*

The objectives of this project were to determine attitude changes on the part of American Indians settling in the Los Angeles area as a part of U.S. Indian Service relocation and to determine some of the major problems of these people.

150. The Perception of Cultural Alternatives of the Young Blood Indians of Alberta, *Anthony D. Fisher, Department of Sociology and Anthropology, University of Alberta, Edmonton, Alberta, Canada.*

This is essentially a psychological-value orientation study of young Indians' perceptions of instrumental activities. Forty members of the Blood Indian Band, aged 15–25, were in the sample. The hypothesis that the young Bloods were anomic and disorganized as to achievement orientation was disproved. They were found to be quite well integrated into the Blood community; most are not striving to achieve white status and white goals.

***151. Chinese and Japanese Communities in America,** *Stanford M. Lyman, Department of Anthropology and Sociology, Sonoma State College, 265 College View Drive, Rohnert Park, California.*

A comparative analysis of the political structure of Chinese and Japanese communities in America and the effects of community structure on acculturation is being undertaken through studies of historical documents.

***152. Sociocultural Anthropological Survey of People of the Aboriginal Extraction in the Perth (Western Australia) and the Surrounding Metropolitan Area,** *C. F. Makin, Department of Anthropology, University of Western Australia, Nedlands, Western Australia.*

This study is concerned with demographic aspects, social organization and questions of group identity, vocational training and employment, family associations and linkages outside the city and immediate areas, social relations within the group and outside with Europeans, etc. The survey will also include the effect of the policies of individual departments concerned with health, social services, and education and their relevance to the broader issues of aboriginal welfare policy.

153. A Demographic History of Chinese Immigration into Canada, *David Millett, Department of Sociology and Anthropology, University of Alberta, Edmonton, Canada.*

This represents primarily a reconciliation of census figures for the period 1871–1961, utilizing annual reports of the departments concerned with Chinese immigration and with birth and death statistics.

***154. Incorporation of the Orinoco River Indians to the Venezuelan Nation,** *Arturo Monzón Estrada, Facultad de Economia, Universidad Central de Venezuela, Ciudad Universitaria, Caracas, Venezuela.*

The research deals with the influence of ethnic Indian structures and *criollo* institutions on the social, cultural, and economic change of the Indians (Piaroa, Grahibo, Piapoco, and Carina).

It was hypothesized that the degree of integration of minority groups such as these is affected by the degree of social cohesion of the group, its cultural similarity to the host group, and the degree of geographical distance from it, with the cultural similarities affecting the nature of the institutional patterns, and the geographical distance modifying the intensity of changes. The hypothesis was confirmed.

155. Study of the Urbanization of Indians, *Mark Nagler, University of Toronto, 563 Spadian Avenue, Toronto, Ontario, Canada.*

The researcher has developed a typology of Indians in the city—committed white-collar workers, committed blue-collar workers, seasonal urban workers, unstable migrants, and down-and-outers—and is engaged in exploring through interviews the ways of life of each type.

***156. The Ethnohistory of the Eastern Dakota Indian (M'dewakantons, Santee, Sisseton, Wahpeton, and Wahpekute) from 1660 to 1960 with Special Reference to the Factors Preventing Complete Enculturation,** *Charles W. Neu, Society for Client-centered Counseling, 152 72nd Street, Brooklyn, New York.*

This is an attempt to trace the basic underlying factors in historical perspective that prevent even at this date any massive integration between the Issanti Dakota and the white man.

It is hypothesized that due to violation of treaties, neighborhood intolerance and greed, as well as mass murder (the Wounded Knee Massacre, for example), there is little likelihood of any integration of these two peoples in the near future. The methodology involves research into the literature as well as actual visits to the reservations. Preliminary findings sustain the hypothesis.

***157. A Survey of Milwaukee's South Side,** *Steven I. Pflanczer, School of Social Welfare, University of Wisconsin-Milwaukee, Albert Hall, Milwaukee, Wisconsin.*

The study is a systematic survey of the so-called Polish South Side of Milwaukee, a territorially based ethnic subcommunity. It entails: (1) analysis of Census data for 1940, 1950 and 1960; (2) self and social definitions of Poles from a random sample based upon Polish and non-Polish names on voting lists in nine "segregated" (Shevky-Bell) census tracts; and (3) a chain-referral-type leadership census of Polish community leaders (about 150 names) concerning issues of importance to Southsiders, knowledge of and working relationships with other minority group leaders in the larger community.

***158. Need-to-Achieve and Risk Preferences in Four Ethnic Groups,** *Joseph G. Phelan, Department of Social Psychology, California State College, 5151 State College Drive, Los Angeles, California.*

The hypotheses for this study are: (1) Is the risk-taking propensity influenced or determined by ethnological membership? (2) Does the need-to-achieve score obtained from graphic expressions predict probability preferences in tasks where the subjects can choose from their own probability to succeed?

The study, presently in progress, will sample only males. One group will be made up of boys 8 years old; one, of 12-year-olds; and one, of 17-year-olds. All three groups will be given various need-achievement measures—McCleeland, Atkinson (1957), Rosen (1956)—and the results will be correlated with a game (McCleeland) drawing measure of need-achievement and games to measure risk-taking proclivity.

It is anticipated that this study will be published by Perez and Phelan upon completion (Spring, 1966).

***159. Child-rearing Practices in the Rural Areas Around Cebu City,** *Lourdes R. Quisumbing, Department of Anthropology, Graduate School, University of San Carlos, Cebu City, Philippines.*

The problem is to investigate the prevailing patterns of child-rearing among rural folk in Cebu, taking into account the socio-economic background of the families as a child-rearing correlate. The project (which is assisted by the National Science Development Board of the Philippines) uses the explorer method, participant observer techniques, and semistructured interviews. The area under study is limited to the hillsides near Cebu City. The sampling covers 90 families. Preliminary findings reveal recognizable prevailing patterns of breast-feeding and weaning, discipline, and religious-moral beliefs and practices.

***160. Ethnic Survey of New Orleans,** *Leonard Reissman, Department of Sociology and Anthropology, Tulane University, New Orleans, Louisiana.*

This is being considered as part of the New Orleans Area Project, which is scheduled for completion January, 1967.

***161. Ethnological Study of the Guahibos Indians in the Vichada Region of Colombia,** *Michel Romieux and Gonzalo Correal, Instituto Colombiano de Antropologia, Apartado Nacional 407, Bogota, Colombia.*

In addition to describing the natural area, the researchers discuss the social structure, the life cycle, the daily routine, the political organization, the economy, rites and beliefs, and knowledge and tradition. The methodology involves participant observation and interviewing of informants in their homes and places of work, using anthropological-sociological interview schedules.

***162. Mexican-Americans in the City of San Antonio, Texas,** *Arthur J. Rubel, Department of Anthropology and Education, University of Texas, Austin, Texas.*

The project consists of a follow-up intensive ethnographic interview of 50 Mexican-American family heads, based on a survey of a sample of 625 being conducted by the Wesley Community House and the Mexican-American Study Project of the University of California at Los Angeles. The intent is to discover the manner by which these Spanish-speaking people adapt themselves to life in a metropolitan urban area and the manner in which they relate to the larger social structure of the city of San Antonio. Special attention is paid to membership and the extent of participation of Mexican-Americans in voluntary associations (e.g., political associations, civic groups, social clubs, car clubs, and gangs).

***163. Detroit Area Study,** *Howard Schuman, Director of the Detroit Area Study, University of Michigan, Ann Arbor, Michigan.*

The Detroit Area Study of the University of Michigan is obtaining detailed information on ethnic origins and identifications for a probability sample of 1,000 whites, ages 21–65, in the Detroit Standard Metropolitan Sampling Area. Two months of field interviewing began April 27, 1966.

***164. Cultural Isolation of the Chabad Chassidim: A Study of Internal and External Controls over Communication Including Leakage and Recruitment,** *Robert J. Simon, Department of Sociology and Anthropology, Graduate School of Arts and Science, New York University, Washington Square, New York, New York.*

***165. Italian Villages in Detroit,** *Julie M. Smith, Department of Sociology and Anthropology, Wayne State University, Detroit, Michigan.*

The researcher studied adjustment patterns in work, family, linguistic change, voluntary associations, and stratification. The study is based on field studies by Moss and Cappannari in 1954–55, 1955–56, 1961–62, 1963.

166. The Germans in Rourkela, India, *Jan-Bodo Sperling, Institut für Politische Wissenschaft, Technische Hochschule, Aachen, West Germany.*

This is a study of the behavior of German technicians engaged in erecting the Rourkela Steel Plant in India. It was published in October, 1965, by Deutsche Verlags-Anstalt, Stuttgart.

***167. Differences Between Child Development in Czech and Gypsy Population,** *Jaroslav Suchy, Department of Physical Anthropology, Faculty of Pedagogics, Charles University, Prague-1 Rettigové Str. 4, Czechoslovakia.*

Using long-term observation for his study, the researcher hypothesized that differences in the two cultures will be smaller in the future.

***168. The Pueblo Indians,** *George L. Trager, Department of Anthropology, University of Buffalo, Foster Hall, Library Circle, Buffalo, New York.*

Anthropological field work is being done, with particular attention given to eliciting the native languge as a reflection of the cultural processes at work. The major hypothesis is that cultures change by constant accretion, resulting in periodic rearrangements of the structure.

No systematic or over-all results are available as yet, although a number of papers have been published; one M.A. thesis has been done, and three Ph.D. dissertations are in process by students who are research assistants of the author.

169. Community Development Projects Among the Canadian Eskimo, *Frank G. Vallee, Department of Sociology, Carleton University, Ottawa, Ontario, Canada.*

Research focused on the establishment and development of cooperatives in the Canadian Arctic. Special attention was paid to the part played by non-Eskimos, how they interact with the Eskimos, and the link between the spread of the cooperative movement and a growing feeling of pan-Eskimoism. Participant observation and interviewing took place in a sample of three Canadian Arctic communities.

***170. Leadership and Decision-Making among the Indians of Canada,** *Frank G. Vallee, Department of Sociology, Carleton University, Ottowa, Ontario, Canada.*

The study focuses upon the establishment and development of Indian band councils. Field work is being undertaken by students on 20 reserves; statistical data is being collected on band council elections for 50 reserves; and interviews are being conducted with Indian and non-Indian officials. Intergroup relations is an implied focus of interest, rather than a deliberate and explicit one.

171. German Minorities in Belgium, France, and Italy, *Albert F. P. Verdoodt, Louvain University, 100 Rue Marie-Thérèse, Louvain, Belgium.*

***172. The Ukranian Community in Toronto,** *E. D. Wangenheim, Department of Sociology, University of Toronto, 563 Spadina Avenue, Toronto, Ontario, Canada.*

173. How Ethnic Factors Influence Attempts and Achievement of a Foreign Language, *Vincent Zivelonghi, Barstow High School, Barstow, California.*

Nineteen per cent of the students with Spanish surnames at Barstow High School were found to complete a semester of foreign language, as compared with 32 per cent of the non-Spanish-surname students. The 19 per cent with Spanish surnames had a significantly higher grade-point average in the foreign language.

RACIAL GROUPS

174. Certain Social and Economic Factors Influencing Behavior of Negro and White Boys, *Earl T. Braxton, Community Tensions Center, Springfield College, Springfield, Massachusetts.*

The major hypothesis of this study is that although certain socio-economic factors operating on both Negro and white boys will have basically the same effect on their behavior, the racial deprivation will have an additional detrimental influence on the Negroes in the group.

Twenty-three male respondents, between the ages of ten and fourteen, were drawn from the campership and membership files of the Springfield Boys' Club. The income level established as the criterion for this study was $4,000 for a family of four, with $250 for each additional person up to eight people. Regular attendance at the club was also a criterion for respondents, to facilitate the interviewing. The questionnaire examined the respondent in the areas of self, school, race, and family.

"The actual findings indicate that the Negro respondent's greatest setback was his apparent inferior attitude about himself. They had little or no faith in their own capabilities. The vocational choices of the Negroes were all below the skill level of the choices made by whites. However, both groups expressed college as their educational goal though they were all receiving inadequate help toward this goal. In relation to race it was discovered that: (1) There are some real latent prejudices governing the thinking of both groups. (2) Feelings of racial superiority exist both openly and furtively among most of the white respondents. (3) Feelings of racial inferiority exist among the Negroes. (4)

There is fear and suspicion among the whites toward Negroes. (5) There is no comparable intensity of negative attitudes toward whites expressed by Negroes in this study group. (6) There is no expressed awareness of the degree of white animosity toward them, by the Negroes in this group."

***175. A Study of Race as a Factor in Concept Formation,** *W. C. Capel, Clemson University, Clemson, South Carolina.*

A small project is being conducted, utilizing first-grade children of white, colored, and integrated schools. The hypothesis being tested is that if concepts are internalized at an early age they will or will not differ because of race or group contact. If they do differ, these differences should be observable in the visual conceptualization of abstract ideas.

First-grade children were asked to draw in color two pictures, one of a "good man" the other of a "bad man." They were given no further instructions. Each was then told to tell why this man was good and why bad, and the teacher wrote his reply. The same test was given to a group of college freshmen. Teachers rated each student on a simple evaluation of ability as a student.

The researcher reports the results to date were as follows: "All groups seem to associate bad men with offenses against property, primarily robbing banks and stagecoaches; dress, long hair, guns, etc., are also found. Good men seem highly involved in flowers and much more vague activities. Thus far the idea of black being bad and white good is not evident. When previous attention is not focused on race the responses do not seem to indicate any of these patterns . . . either overtly or in the psychological interpretation. Also college freshmen seem to have pretty much unchanged attitudes toward what a bad man and good man should look like and do suggest very tentatively that concepts are shared to a much greater extent than they differ, and that race is not a pre-emptive factor in children's ideas of good and bad."

176. Paths Toward Adulthood, *Francis G. Caro, Community Progress, Inc., 270 Orange Street, New Haven, Connecticut.*

Race was one of the major variables investigated in a study of activities of urban young persons in the first two years beyond high school. The study was conducted by Community Studies, Inc., in Kansas City, Missouri, in 1963. In this correspondent's report, both the procedures and findings are described. By means of telephone interviews, information was obtained on major activities of high school graduates. These activity data were analyzed with respect to data on plans and on general background information which had been obtained by questionnaire from the students prior to graduation from high school. In addition to race, the major control variables tested in the analysis were sex, social class, and academic aptitude.

The major findings concerning race were that Negro graduates, despite markedly lower aptitude test scores than whites, attended college and persisted in college at the same rate as whites. There were differences, however, in specific colleges attended. Negroes, for example, were more likely than whites to attend the local public junior college. Among those who entered the employment market, Negroes fared less well than whites. Comparative data on marital status are also reported.

Copies of this report may be obtained without charge from Community Studies, Inc., 2300 Holmes Avenue, Kansas City, Missouri.

177. Southern In-Migrant Negroes in North Lawndale, Chicago: A Study of Internal Migration and Adjustment, *Frank T. Cherry, Department of Sociology, Norfolk Division, Virginia State College, 2401 Corprew Avenue, Norfolk, Virginia.*

This is a study of a sample of Southern-born Negroes living in the North Lawndale Community Area of Chicago. The major emphasis is on the extent to which they have adjusted, socially and personally, to their place of new residence. The researcher hypothesized that the greater the difference, e.g., rural vis-à-vis urban, between the place of departure and the place of destination, the less well-adjusted the migrant. A method of personal interviews with a sample of approximately 100 newly arrived Southern in-migrants residing in the North Lawndale Community Area of Chicago was used. One consistent pattern was discovered. The female who had achieved personal adjustment in Chicago had the following characteristics: (1) She had departed from a town of less than 2,500 people and a county in which 50 per cent or more of the persons were Negro; (2) She had been engaged in farm work and had no more than an elementary school education.

178. Symptomatology Differentials Between Negro and White Schizophrenics, *Arturo de Hoyos and Genevieve de Hoyos, Indiana University Medical Center, 1300 West Michigan Street, Indianapolis, Indiana.*

The immediate concern of this study is the simple empirical investigation of similarities and differences in psychiatric symptomatology between Negro and white schizophrenic patients. On the basis of the report of other writers that schizophrenics of the lower class tend to express their mental illness more often through physical symptoms, the researchers hypothesized that Negro schizophrenics would be found to express their mental illness through symptoms qualitatively different from those characterizing white schizophrenics.

The sample is composed of 87 Negro schizophrenic patients and 87 schizophrenic whites from one hospital. Patients were matched in terms of age, sex, time of hospitalization, and residency. Data for the study came from the medical record of the patients.

A complete discussion of the study was published in the *International Journal of Social Psychiatry*, 1965.

***179. Social Ties of Negroes in an Urban Environment,** *Joe R. Feagin, Department of Sociology, University of Massachusetts, Amherst, Massachusetts, and Charles Tilly, Department of Sociology (Visiting Professor), Harvard University, Cambridge, Massachusetts.*

Interviews were conducted with subjects before and after a move into a new neighborhood within a Negro ghetto. Four housing groups were interviewed: residents of public housing, private housing, and middle-income housing in urban renewal areas and rent subsidy movers. The researchers hypothesized that intimate personal ties between ghetto dwellers exist and are relatively strong. Two secondary hypotheses are: (1) Territory ties are weak.

(2) All ties (intensity) will drop off after move and "rise" in improved housing environments. They report that the hypotheses were confirmed and state that the research suggests that the ghetto dweller is not an isolate caught up in anomie and complete disorganization.

180. The Negro High School Dropout: A Social Product of His Family Environment, *Wolfgang L. Grichting, 2221 Winchell Drive, Ann Arbor, Michigan.*

"Upon an analysis of the Negro population distribution of the city of St. Louis, three high schools were selected as our sampling frame. In spring 1964, 97 students were interviewed. These students were asked to fill out a questionnaire and to interpret three pertinent thematic apperception test cards. In addition, a tape-recorded interview with each of them was conducted in order to reveal the individual's perception of the concrete situation. From these 97 interviewees, 14 dropped out before the beginning of the second semester of their junior year in high school. Twenty-six additional cases had to be eliminated because some of them were considering becoming dropouts; some did not furnish sufficient information for the testing of the relevant hypotheses; and some had moved and could no longer be contacted. The 14 dropouts then were matched with an equal number of the remaining 57 stayins on the following variables: sex, age, marital status, I.Q., general socio-economic background of their families, religion (s) of their parents, geographical origin of their fathers, and ordinal birth position . . . .

"Analysis of data for the matched samples revealed a statistically significant difference between the two groups on the extent of stability and goal-oriented authority in the families of orientation. From among the different aspects of primary relationships or intimacy of contact the following proved to be significant at at least .05: family's understanding and acceptance of the youth, youth's understanding and acceptance of the family, and common activity of family members on holidays. The protocols of the TAT test suggested a difference in the amount of primary relationships among the two family groups. The correlation coefficient between the amount of primary relationships and the degree of perceived happiness was moderate, although it differed significantly from zero. The over-all conclusion arrived at in this study states that one's family of orientation is of prime influence in determining the actual amount of education Negro youth obtain; more specifically, the dropout is a product of an inadequate family and the graduate is a product of an adequate family. This finding is in line with Lucius F. Cervantes' results on the white family (*The Dropout—Causes and Cures*)."

181. A Reflection of Social Change Through a Study of Selected Negroes in a Community College, *Irene R. Kiernan and Roy P. Daniels, Fashion Institute of Technology, 227 West 27th Street, New York, New York.*

This paper summarizes findings on 23 Negro students who sought assistance from the Counseling Office of this community college, which grants the A.A.S. degree and permits selections of technical majors from among eight focal areas of the garment industry. None of the students is still in college; seven have graduated, 12 were dropped from the school rolls for their failure to maintain academic minimums, and four withdrew voluntarily. The 23 students represent approximately 5 per cent of the total number of students using the guidance services. This is in the same proportion as they are in the total student body of the school. Despite this representativeness, their dropout rate is highly unrepresentative when compared to the over-all college rate.

The admission test scores (i.e., high school group tests, college entrance examination and Regents scholarship scores) for this group showed no significant variations from those of the college body. The same can be said of their group I.Q. scores, which ranged from normal to superior. With a single equivocal exception, all students were from lower-class families.

The mass of the statistical data mentioned thus far tends to be confirmatory in nature. The researchers' concern was with "the existence of sociocultural change, in that students of lower-class are participants in a middle-class institutional life—the community college." "Social change," they report, "is reflected in the interpersonal relationship involving the students and various social subsystems of which they are members. It is also reflected in the self-group hatred which takes the form of rejection and ambivalence in maintaining a tenuous relationship between themselves and their families and former friends, while not having solidified relationships with new (to them) groups. This typified the majority of the sample. Most of our sample did become involved in new standards and goals which became shared, but for 16 of them this involvement was at best tentative, temporary, and incomplete because having a college and occupational goal incompatible with middle-class norms alone does not constitute a thing truly 'shared' with the middle class."

***182. The Japanese in America: A Profile of the First Generation,** *Gene N. Levine, Department of Sociology, 6290 Social Science Building, University of California, Los Angeles, California.*

The Japanese-American Research Project at the University of California, Los Angeles, has been under way for three years. During that time an archive of Japanese-Americans has been collected for deposit in the Graduate Research Library at UCLA; and lengthy, detailed interviews have been conducted with a nationwide sample of some 800 Issei (immigrants) concerning their values, ways of life, and economic activities. During the coming several years surveys of the Nisei (second) and Sansei (third) generations are planned. There will be one focus in the study on reactions to and ways of coping with prejudice and discrimination. At the same time next year's plans are to discover among a national sample of Americans how much and what kinds of prejudice exist toward Japanese-Americans, among the array of ethnic minorities. The main focus of attention of the project, however, is on the processes of acculturation and assimilation.

It was hypothesized that certain identifiable characteristics of Japanese culture and community life have enabled the immigrants to overcome severe obstacles (e.g., wartime relocation on the West Coast), to achieve economic gains, and to keep indicia of social pathology (e.g., delinquency) at a minimum. The study aims to identify these characteristics. Initial findings from the Issei wave of the study will be available this coming winter under the above title.

183. The Negro's Journey to the City, *Dorothy K. Newman, U.S. Department of Labor Statistics, Room 2015 GAO, 5th and G Streets N.W., Washington, D.C.*

Evidence of motivation, aspiration, and achievement among Negroes, particularly those migrating from the South in the past two and a half decades, was investigated. Negro immigrants to Northern cities were compared with foreign-born Asian and European immigrants of the late nineteenth and early twentieth century, using U.S. Census decennial, monthly, and special studies; Bureau of Labor Statistics data; other government data; and literature. Evidence of strong aspiration for social and economic mobility was found in movement out of the South, increasing proportions of school enrollment, and an intense respect for education. Marks of Negro achievement outside the South include higher-status occupations and improved housing and income.

In Part II of the published report (*Monthly Labor Review,* June, July, 1965), assimilation of Chinese, Japanese, and eastern and southern European immigrants is discussed. The major difference between Negroes recently arrived in Northern cities and previous foreign-born immigrants is in the economic climate. While foreign-born immigrants found ready employment in an industrializing economy, Negroes today encounter diminishing employment in manufacturing jobs in the Northern cities to which they have migrated. Although strong aspirations exist among Negroes, economic and discriminatory barriers to opportunity must be overcome.

***184. The Changing Role of the Academic Man in the Negro College,** *Richard Robbins, Department of Sociology, Hampton Institute, Hampton, Virginia.*

It was hypothesized that "the larger and more sophisticated the Negro college, the more likely the Negro academic man will be discipline-oriented; conversely, the smaller and more isolated the Negro college, the more likely the Negro academic man will be institution-oriented (i.e., somewhat out of touch with 'his field' but strongly committed to 'building the school')." Written and oral open-ended questionnaires were administered to a sample of Negro teachers in the predominantly Negro colleges. Efforts were made to relate this material to self-definition and role-definition of Negro academic men (cf. Paul Lazarsfeld and Wagner Thielens, *Academic Mind,* 1958; John Donovan, *Academic Man in the Catholic College,* 1964).

On the basis of tentative findings, the researcher reports: "In general, so far, I would stress the increased difficulties for the smaller, denominational private colleges in the system. They and their staffs are expected to make the transition along the lines of a Howard or Fisk, but lack the resources and the personnel to do it. However, much depends on the extent to which the *general* system of higher education opens up to Negroes. When more Negroes are in the University of South Carolina, the fate of the smaller Negro colleges in that state will not be as important."

The study was supported by the U.S. Office of Education and the Anti-Defamation League.

***185. Negro Adolescents in a Community Context,** *Derek V. Roemer, Adolescent Process Section, Mental Health Study Center, 2340 University Boulevard East, Adelphi, Maryland.*

"The term 'effective community' refers to that complex of persons and places in which a given individual is in effective contact, i.e., the persons with whom he interacts and the settings he enters and in which he behaves. This project maps and describes that personal community for a sample of adolescents. The general hypothesis is that the range of settings and persons making up the community of first-hand experience differs for different sets of individuals. For the adolescent boy, the peer group appears to be one of the major influences structuring his relationship to other elements of his personal community. The project maps the geographic personal community through collecting itineraries—daily records of each subject's travels throughout the day, collected for seven-day time samples in different seasons of the year for the same group of subjects. Since this group comprises all the adolescent males (born 1945–50, *N* about 300) residing in a single area, the itinerary data can be factor analyzed to reveal patterns of association—peer groups, loosely defined—as well as the set of places comprising the habitats of these 'groups.' To explain the influence of peer group upon personal community, a theory of peer status is being developed, in which peer group differentiation is determined by different systems of status striving, organized around differing status criteria. Indigenous adolescents do most of the data gathering, serving as research assistants. The study area is an all-Negro, mostly low-income suburban community adjacent to Washington, D.C."

186. Motivation, Level of Occupational Aspiration and Some Aspects of Child Rearing: A Comparative Study Between Data Obtained in Brazil and in the United States, *Bernard C. Rosen and Arrigo L. Angelini, Department of Educational Psychology, Universidade de São Paulo, Caixa Postal, 8.105, São Paulo, Brazil.*

Data referring to some psychosocial characteristics were obtained in Brazil in three different cities: Two large cities, São Paulo and Rio de Janeiro, and a city in the interior of São Paulo State, Americana town. The purpose was to compare the data with equivalent data collected in communities in Connecticut, New York, New Jersey, and Massachusetts. In Brazil, 361 boys between the ages of 7 and 18 were studied; in the United States 121 boys, 8 to 14, were studied.

The technique employed was the McClelland TAT for measuring achievement, together with a personal interview with the subjects' mothers, using the questionnaire designed to evaluate the social status of the families, the occupational aspirations of the mothers for their children, and their attitudes toward independence training.

The hypotheses were the following: "(1) As for the achievement motive (a) the average results in São Paulo would be comparable to those of the United States, followed next by those of Rio de Janeiro and Americana; (b) in the two metropolitan areas, São Paulo and Rio de Janeiro, the achievement motive would be, on the average, higher than that of Americana. (2) As for the level of occupational aspiration: (a) It would be higher in the United States than in Brazil; and (b) among the Brazilian cities there should be some differences in relation to the level of occupational aspiration, which would be higher in the larger cities. (3) As for independence training: (a) It would be given sooner in the United States; and (b) among the Brazilian cities, there should not be a significant difference.

"The results were the following: We found that there were some differences in the achievement motive between the countries and the cities; the greatest differences were not international, but they were more evident in each sample according to the social class of the subjects. In a general way, the upper classes presented the achievement motive as more intense than the lowest. In relation to the level of occupational aspiration, we were surprised at the similarities among the cities and the studied countries. Once more we observed a great difference among the subjects of the different social classes: The mothers of upper classes wished better occupations for their sons than the mothers of lower classes, regardless of the cities or countries studied. Finally, in relation to independence training, we did not find great differences for the social classes, but an expressive difference between the Brazilian and American cultures, because this training begins in the United States generally three years earlier."

187. Plural Societies in Formerly Colonial Countries, *Carl Troll, University of Bonn, Bonn, West Germany.*

Comparative studies of the social structures (by race, ethnic origin, language, religion, property, occupation, etc.) were conducted on an historical basis for such colonial countries as: Hawaii, Mauritius, Suriname, India, Ceylon, Malaya, Kenya, etc. The study includes: Westernization of the world, transoceanic migrations, cross-breeding, demographic structure of racial groups, etc. The author states that: "The pluralistic structures cannot be understood merely as the simultaneous existence of different national, religious, linguistic or economic pressure groups. All these attributes are implicated in many ways, and a great deal of interbreeding between groups has occurred. An attempt of a break-up after the event could hardly be expected to lead to a satisfactory result. The best way ahead is further economic cooperation by social adjustment, assimilation, and the good will to tolerate coexistence."

The study was published as "Plural Societies of Developing Countries—Aspects of Social Geography," *Proceedings XX of the*

Intern-Geographical Congress (Presidential Address), and in German in the book *Die räumliche Differenzierung der Entwicklungsländer in ihrer Bedeutung für die Entwicklungshilfe,* Verlag Steiner, 1966.

188. Negro Population, March 1964, *U.S. Bureau of the Census, Suitland, Maryland.*

Findings based on national sample statistics collected by the Bureau of the Census in the March, 1964, Current Population Survey are reported in this 34-page publication in *Current Population Reports* (Series P-20, No. 142, October 11, 1965.) Data presented in the text and tables concern regional distribution and farm-nonfarm residence; age-sex structure; mobility status; education attainment; marital status and family status; employment status and labor force participation; occupation; 1963 income of persons; related reports; definitions and explanations; source and reliability of the estimates.

The report suggests the following as "highlights of the survey findings": (1) One out of every four Negro families in 1964 had a woman as the head. The comparable figure for white families was one out of nine. Negro women who were heads of families had an average income in 1963 of $1,400; the corresponding average for white women was $2,200. (2) Thirty-seven per cent of the Negro population was under 14 years of age; among whites the proportion was 28 per cent. (3) Almost half of all Negroes lived outside the South; among whites about three-fourths of the population lived outside the South. (4) One out of every four Negroes changed his place of residence between March, 1963, and March, 1964; among whites the ratio was one out of five. The moves made by Negroes tended to be of a shorter distance than those of the white population. (5) Among Negroes one out of seven persons ever married was separated or divorced; among whites the ratio was one out of twenty. (6) One out of every four Negro adults had completed four years of high school or some college, whereas for white adults the proportion was one out of two. (7) Among Negro men the average income in 1963 was $2,400 as compared with $4,800 for white men.

The report was prepared by Tobia Bressler and Nampeo R.

McKenney, Ethnic Origins Statistics Branch, under the general direction of Paul C. Glick, Population Division, Bureau of the Census. Copies are available from the Superintendent of Documents, U.S. Government Printing Office, for 25 cents.

***189. A Follow-up Study of the 1964 Graduates of Four Negro Louisiana Colleges,** *U.S. Department of Labor, Office of Manpower, Automation, and Training, Washington, D.C.*

The problem of this research is to determine the employment history of a sample of graduates of Negro colleges in Louisiana—Dillard University, Grambling College, Southern University Agricultural and Mechanical College, Xavier University—and to compare results with similar data from graduates of predominantly white colleges in Louisiana. It was hypothesized that the postgraduate employment history of the sample is a measure of the effectiveness of the schools' curriculum and of the extent to which skills acquired in these colleges are being utilized.

The sample will consist of the 1,350 graduates of 1964. The National Opinion Research Center, University of Chicago, Chicago, Illinois, will coordinate data gathered by the four schools and compare it with their data on graduates of predominantly white colleges in Louisiana. Economic data and sociological and demographic characteristics will be sought through a mail survey. Supplementary information from the college records concerning class standing and fields of study will be analyzed in combination with the survey data.

The National Opinion Research Center will submit the combined report in June, 1966.

190. The Free Negro In Texas, 1820–1860: A Study in Cultural Compromise, *George Ruble Woolfolk, Department of History, Prairie View Agricultural and Mechanical College, Box 2171, Prairie View, Texas.*

"Texas, as a part of the Spanish borderlands, became a laboratory for measuring the degree of accommodation necessitated by cultural confrontation of three cultures in the region, two of which were offshoots of Western civilization, and the third, aboriginal, a derivative of the indigenous Indian cultures of Meso-

America. The free Negro, injected into Latin-Catholic Texas, acted as a possible catalytic agent in the revelation of cultural compromise. It is hypothesized that because of the interaction of the three cultures in Texas, the free Negro enjoyed conditions of existence not elsewhere possible on the North American continent. The three cultures are presented in their spiritual essence; the law, the social life and the economic life are examined under the tricultural prism."

It is reported that "the thrust of Anglo-Protestant culture into the Spanish borderlands was unable to destroy the universalism, pluralism, and open-society motif of Latin-Indian cultures, but was forced, in the interest of social peace, to make significant compromises all of which redounded to the benefit of the free Negro before the Civil War."

BRIEF NOTES

191. Negro Residence in Denver, 1950–66, *George E. Bardwell, Department of Mathematics, University of Denver, Denver, Colorado.*

This research project is concerned with the population movement of Negroes in Denver and their residential characteristics. The researcher hypothesized that a balanced and stable composition of Negro, Spanish-American, and other white residences is being achieved under the city housing policy and in transitional areas of the city. Using data from the 1950 and the 1960 censuses and a special census conducted by a sponsor in 1966, an analysis was made of the changes taking place in this composition, the speed at which such changes are occurring, and the potential impact of such changes. Findings not as yet available.

192. The Negro American—Volumes I and II, *"Daedalus," Journal of the American Academy of Arts and Sciences, 7 Linden Street, Cambridge, Massachusetts.*

Twenty-nine authors discuss the problem of the Negro and his position in our society in the past and present, and what it may be in the future. The articles were commissioned by experts representing the different disciplines; President Johnson wrote the foreword.

***193. Communication Patterns in Integrated Classrooms and Pre-Integration Subject Variables as They Affect the Academic Achievement and Self-Concept of Previously Segregated Children,** *Florence I. Denmard, Department of Psychology, Hunter College, Bedford Park Boulevard, Bronx, New York, and Marcia Guttentag, Yale University, New Haven, Connecticut.*

Pre- and posttesting of all Negro children and a sample of white children from a school are employed and analyzed together with data from classroom observations and teacher ratings. Two main hypotheses are tested: (1) Verbal communication patterns are important predictors of school achievement following integration; and (2) the higher the level of concept formation the greater the self-image and the achievement.

***194. Occupational and Educational Aspirations of Negro and White Students,** *Alex S. Freedman, Peggy Siegmund, Mary Novmand, Rita Guillory (students in the race relations course, Department of Social Sciences), University of Southwestern Louisiana, Lafayette, Louisiana.*

Questionnaires were given to a sample of 100 high school sophomores (50 Negro, 50 white) in Lafayette, Louisiana, in order to compare the aspirations of these two groups and relate them to parental influence, aspirations, and achievements. The basic assumption of this study is that Negro students would differ significantly from white students in their level of aspiration and that Negro children would be more influenced by their mothers than white children. The results locally will be compared with a national study conducted by Noel P. Gist and William Bennet, Jr. (*Social Forces,* October 1963).

***195. Graduates of Negro Colleges,** *Joseph Fichter, National Opinion Research Center, 5270 Woodlawn Avenue, Chicago, Illinois.*

This NORC survey of June, 1964, graduates of 52 Negro colleges used the same questionnaire as that used for 185 non-Negro colleges, but had a supplementary section on civil rights.

***196. Educational Goals of Negro and Caucasian Youth in Segregated and Interracial Schools,** *David Gottlieb, Michigan State University, East Lansing, Michigan.*

***197. Social Structure and the American Dream,** *Edward E. Harris, Department of Social Science, California State College, California, Pennsylvania.*

This research attempts to assess the influence of a group's social structure position on its beliefs in the American dream and its beliefs relative to the "reality principle" about the American dream. It was hypothesized that belief in the reality principle varies with position in the social structure. Data were collected by using a self-administered questionnaire. The sample includes approximately 300 white and 300 Negro college students from ten different colleges.

198. Negro Perceptions of Employment Opportunities, *Carl E. High, School of Business Administration, University of North Carolina, Chapel Hill, North Carolina.*

Subjects were 100 high school and 100 college students (Negroes) in the Raleigh-Durham area. Each rated a list of occupations on the basis of relative opportunity for Negroes and whites. Ratings were found to be highly related to occupational prestige —the higher-prestige occupations were perceived as more difficult for qualified Negroes to enter.

***199. Occupational and Educational Aspirations of Negro and White Youth,** *Robert G. Holloway, Department of Sociology, University of California, Berkeley, California.*

The problem is to compare Negro and white youth in terms of aspirations and selected attitudes toward jobs, education, and life chances. It is hypothesized that when data are controlled for rate, class and sex, no Negro subculture is discerned which is differentiated from whites' as indicated by selected attitudinal and aspirational measures. Structured questionnaires administered to school samples have thus far yielded general support for the hypothesis.

200. The Negro Population of Pennsylvania, 1900–1960, *M. E. John, Department of Agricultural Economics, Pennsylvania State University, University Park, Pennsylvania.*

The study of the growth, distribution, and composition of Pennsylvania's Negro population will be released through the Agricultural Experiment Station, Pennsylvania State University, and the Department of Public Instruction, Harrisburg.

***201. Achievement Orientation and Perception of Opportunity,** *Cyrus M. Johnson, Department of Sociology, University of Kentucky, Lexington, Kentucky.*

An attempt is being made to get a matched sample of Negro and white mothers and sons 11–13 years of age. The study generally follows Bernard Rosen's work dealing with achievement orientation and extends it by measuring the degree to which the mother's perception of opportunity for her child plays a part.

***202. The Negro in Mass Society,** *Seymour Leventman, Department of Sociology, University of Pennsylvania, Philadelphia, Pennsylvania.*

The relationship between class and status positions within the Negro community and access to the values and experiences of mass society has been studied. The sample includes 500 Negroes, 250 from a lower-class neighborhood and 250 from a middle-class neighborhood.

†203. Devices and Attitudes Contributing to Negro "Satisfaction," *Steve Marshall, Department of Political Science, Hardin-Simmons University, Abilene, Texas.*

The researcher is considering a study of a "Protestant, homogeneous, and slightly elitist 'small metropolis.'" The Negroes in the community are segregated residentially and through the folkways (unutilized "legal access" to public facilities, etc.), are apparently content to remain isolated, are suspicious of aggressive Negroes of their own community and in the nearby Strategic Air Command (SAC) Air Base, and are apparently imbued with community pride. It is hoped that study of the community power structure will reveal the causes of the "placid" character of the community relations.

***204. Determinants of Outlets for Aggression and Tension,** *William Maxwell McCord, Department of Sociology, Rice University, Houston, Texas.*

This is a study of Houston Negroes, involving interviews with selected groups (Black Muslims, Baptist church members, etc.). The hypothesis is that various social factors determine the outlets used by Negroes to relieve tension.

***205. Junior College Achievement of Graduates of High Schools of Differing Racial Composition,** *Charles R. Monroe, Wilson Junior College, 7047 South Stewart Avenue, Chicago, Illinois.*

The achievement of Wilson students from Negro high schools and from predominantly white high schools was compared. The students from the predominantly white schools were found to have earned considerably more credits and to have had a substantially higher grade point average. A more detailed study of the problem is being undertaken by Mr. Werner Graf, assistant professor of psychology at the college.

***206. The Structure of the Negro Community in Watts,** *Raymond Murphy, Department of Sociology, University of California, Los Angeles, California.*

207. Structural Sources of Threat to Negro Membership in Militant Voluntary Associations in a Southern City, *Jack C. Ross and Raymond Wheeler, Department of Sociology, University of South Florida, Tampa, Florida.*

The researchers hypothesized that Negroes who lacked job support (co-racial workers, co-racial supervisors, union, civil service) would be less likely to join militant associations. Interviews were conducted with 291 Negroes and statistical analysis made by chi-square. They report that the hypothesis was: "confirmed for blue-collar, and when controlled for education and numerous other community variables."

A new project, funded for a larger sample and better interviews, is scheduled to begin in 1967.

208. Poverty in Washoe County, *Elmer R. Rusco, Bureau of Governmental Research, University of Nevada, Reno, Nevada.*

The study is being conducted by the researcher for the Washoe County Community Action Association, the local antipoverty group. It involves study in detail of an all-Negro area (Black Springs) as well as an analysis of the 1960 Census of Housing in Reno by race.

***209. Profile of the Negro Community, Boise, Idaho,** *Martin W. Scheffer, Department of Sociology, Boise College, Boise, Idaho.*

The aim of this study is to determine the characteristics of the Negro population in Boise. Areas of information include: family, housing, education, employment, religion, mobility and class, association membership, etc. Interviews are being used. Findings will be available after July, 1966.

***210. Some Race and Class Comparisons of Attitudes Toward a Hypothetical Premarital Pregnancy,** *Cecelia E. Sudia, School of Home Economics, University of Minnesota, St Paul Minnesota.*

Questionnaires were given to white home economics students at the University of Minnesota to discover their attitudes toward a hypothetical pregnancy. A comparison was made between the results of this study and the results of a study by James Himes of North Carolina College which asserted that the Negro college girls at that college had attitudes essentially similar to the white middle class.

The researcher reports that Negro girls see institutional controls as stronger, family controls as more accepting than the white girls. However, the researcher states that findings are open to different interpretations.

211. A Comparison of Patterns of Responsibility Attribution in Negroes and Whites, *Jefferson L. Sulzer and M. E. Shaw, Department of Psychology, Newcomb College, Tulane University, New Orleans, Louisiana.*

Negro and white school children were asked to attribute responsibility to a central character involved in the production of negative and positive outcomes under different conditions of causality, intentionality, and justifiability. It was hypothesized that the development of "sophisticated" responsibility attribution occurs later in the Negro children and that the orientation of Negro subjects is more toward "external control." The researcher reports that his hypothesis was confirmed.

212. Emancipation of the Japanese Outcastes: The Growth and Transformation of a Political Movement, *George O. Totten, Department of Political Science, University of Southern California, Los Angeles, California.*

This study, limited to the prewar period, 1920–45, is a history of the political struggle for emancipation on the part of the former outcaste group in Japan known as the *Eta* in feudal times and as the "community" people or *burakumin* today. The study, written with Hiroshi Wagatsuma, is published in *The Invisible Race* (ed. George DeVos and Hiroshi Wagatsuma, University of California Press, 1966).

RELIGIOUS GROUPS

***213. Jewish Agrarianism, 1882–1950, with Special Emphasis on Farm Colonies in South Jersey: Their Economic, Political, and Social Significance in a Historical Context of Pluralistic America,** *Joseph Brandes and Martin Douglas, Social Science Department, Paterson State College, Wayne, New Jersey.*

It is suggested that Jewish farm colonies were founded for two main reasons: (1) to disprove anti-Semitic charges, and (2) to absorb waves of immigrants from Eastern Europe into rural areas rather than the large cities. Records of the colonies and of philanthropic organizations, newspapers (including the Jewish press of Philadelphia and New York), etc., were consulted.

Evidence was found of (1) friction between American philanthropists and immigrant colonists over finances, education, religion, economic orientation, etc.; (2) the futility of utopian agrarianism in a rapidly urbanizing industrial society; and (3) conflict with the younger generation who were disinterested in agriculture.

214. Social Bases of Participation and Nonparticipation in the Contemporary Urban Protestant Congregation, *James Hill Davis, Garrett Theological School, 2121 Sheridan Road, Evanston, Illinois.*

This study was designed to investigate the way in which Protestant church members participate in their local church. It is hypothesized that "there are significant differences in the social characteristics of persons who participate in the Protestant urban congregations as compared with those who do not participate. To 'participate' is a complex pattern of behavior consisting of a number of dimensions, but in general, it means to engage in activities, interaction, or to utter expressions of solidarity with the Protestant congregation."

Samples of 50 Methodists, 50 other Protestants, and 24 persons with no religious affiliation were drawn at random from data collected in a religious census taken in a one and a half square mile area of Chicago which elicited 9,173 responses. The 124 were interviewed in person. The researcher reports that "in spite of the near universality with which the adult American population reports identification with some religious group, actual participation in the churches is far from universal—especially among Protestants in urban areas. Thus, the Protestant church in America can be conceived as a voluntary association."

215. Normative Dissidence and Organizational Precariousness: The Sociology of Irreligion, *N. J. Demerath III and Victor Thiessen, Department of Sociology, University of Wisconsin, Madison, Wisconsin.*

This study focuses on relations among avowedly irreligious groups, the religious establishment, and the host communities. A large project is planned for the future. Meanwhile, a smaller study has been completed on a Free Thought group in Sauk City, Wisconsin. Using historical records, observation, and focused interviews, the researchers sought to explain and elucidate several problems: (1) organizational demise and the decline of militancy; (2) community accommodation and the lack of outright conflict; and (3) internal organizational factors associated with goallessness and thoroughgoing relativism.

Interviews were conducted with as many members of the organization as possible. The number of members is currently less than 40 (who are active), and therefore no formal sampling was feasible. In addition, several nonmembers and apostates were interviewed.

"The study's theoretical apparatus linked the decline of militancy and organizational demise to several variables ranging from a lack of structural differentiation in the community to goallessness and the absence of charismatic legitimation within the organization itself. The above were confirmed, though the study was largely inductive and the leap between hypotheses and findings did not follow the established scientific paradigm."

***216. Panchamas and Caste Hindus in South India,** *U. R. Ehrenfels, Sud Asien Institut der Universitat Heidelberg, Scheffelstr, 6, in D 6900, Heidelberg, West Germany.*

Participant observer and library studies were involved in this study of the history of the Panchamas, the probability of their former higher status, and the causes of their historic downfall and resurgence. "A *causal nexus* between the uneven distribution of matrilineal societies and the status of Panchamas and high-caste Sudras in South India" is hypothesized. On the basis of the study, the researcher reports that "a linkage does exist but refers to at least two, more probably three, different groups of matrilineal societies in India." A report appears in *Zeitschrift für Ethnologie* (Braunschweig), Vol. 89, No. 2.

217. American Jews and American Catholics: Two Types of Social Change, *Richard Robbins, Department of Sociology, Wheaton College, Norton, Massachusetts.*

This study considers both populations in terms of a complex pattern of sequential social change. Four themes are considered in this way: Immigration and ethnicity, social change and mobility, institutional separatism, and problems of minority group status and ethnic prejudice. The researcher reports that in certain key respects, notably transition from the ethnic ghetto and accelerated upward mobility, Catholics are repeating the Jewish transit. But with respect to religious faith the difference is marked; Jewish peoplehood or social community has undergone many changes in its relationship to the Jewish religion, while the Catholic ethnic groups have made many changes in social structure and in church organization but have not altered the attachment to the core of faith itself.

218. From Self-Destruction to Conformity: The Philippons in the Olsztyn District, *Lili Maria Szwengrub, Zaktad Sociologii Wsi IFiS PAN, ul. Nowy Swiat 72, Warsaw, Poland.*

After the reform of the Russian Orthodox Church (Nikon's reform in 1753), the Philippons declared themselves the defenders of an old rite; persecuted, they migrated in refuge from the law. Devoid of communication, they established 114 more or less fanatic sects. At the present time, there is a group of some hundred persons who constitute the remainder of three sects.

Research concerned the processes of sociocultural change during the period 1831–1964 in the initially closed and exclusive group of today's Philippons from the Olsztyn district. The analysis points out how during some periods religion marked the boundaries of distinctiveness, and how later, environment and social progress influenced complete change of functions previously performed by religion.

219. Mormons from the Olsztyn District, *Lili Maria Szwengrub, Zaktad Sociologii Wsi IFiS PAN, ul. Nowy Swiat 72, Warsaw, Poland.*

Some traits of the Mormon microsociety (29 persons in nine families) are described. The community, detached from organizational church structure, devoid of regular communication with a wider environment of coreligionists, church press, or literature, presently lives according to self-created norms of conduct. The article deals with: (1) the group's history; (2) its distinctive socio-economic features and members' aspirations; (3) the influence of the Mormon religion on the establishment of some system of ethical conduct; (4) characteristic ceremonies: baptism, confirmation, communion; and (5) social functions of the Mormon chapel and Sunday school.

BRIEF NOTES

***220. Converts from Judaism to Christianity and Christian Missionary Efforts Among Jews,** *John J. Appel, Department of American Thought and Language, Michigan State University, East Lansing, Michigan.*

The hypothesis is that traditional European, and particularly Jewish, attitudes toward converts to Christianity, and the Christian attitudes toward converted Jews, were historically conditioned by European experiences rather than the possibilities and actualities of American conditions. Basic materials in newspapers, books, and archives are being utilized for this historical research. The correspondent notes that he would welcome collaboration, and is interested in utilizing social science techniques to expand the study.

***221. The Theological and Medical Education of Tobias Kohn (1653–1729) in Poland, Germany, and Italy,** *William W. Brickman, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania.*

This study, based on primary and secondary sources in a number of languages, examines the overcoming of national, ethnic, and religious prejudice in higher education in the seventeenth century, including the role of government in facilitating the higher and professional education of minority members (in this case, Jews). Historiographical and comparative procedures are utilized to test the hypothesis that satisfactory intergroup relations were striven for in earlier periods of history, even during the ages of widespread prejudice and persecution.

***222. A Content Analysis of the Presentation of Minority Groups in Folk and Fairy Tales,** *Henry Carsch, Carleton College, Northfield, Minnesota.*

223. Political Behavior: Catholics for Wallace, *James J. Conlin, Department of Sociology, Loyola College, Baltimore, Maryland.*

The vote in Baltimore election wards on the Governor George Wallace–Senator Daniel B. Brewster presidential primary (November, 1963) was studied to test the hypotheses that "Catholics vote the way their bishop advises." The hypothesis was disproved.

***224. Religion and Interfaith Behavior,** *Gordon J. DiRenzo, Department of Sociology and Social Psychology, Fairfield University, Fairfield, Connecticut.*

The purpose is to determine the role of personality structures in response to liturgical changes instituted in the Roman Catholic church as a consequence of its ecumenical movement. Theoretical analysis will be concerned with sociological and psychological dynamics which are associated with dogmatic personality structures.

Specific hypotheses involve the testing of the dominance of the authoritarian and the conservate elements of the dogmatic personality structure. The design includes an *ad hoc* schedule which incorporates a shortened version (D-10) of the Rokeach Dogmatism Scale. A stratified quota sample—based on census tracts—of two Catholic parishes in southern Connecticut is used.

***225. The Social Organization of the Theravada Buddhist Order of Monks,** *Hans-Dieter Evers, Department of Anthropology and Sociology, Monash University, Melbourne, Australia.*

Field work has been done in two temples and monasteries in Central Ceylon (1964–66). The findings include data on intercaste relations, though this has not been the central problem of the research project.

226. Negro Church-Humanist Implications, *Roy Fairfield, Antioch-Putney Graduate School of Education, Putney, Vermont.*

This study was published in *Humanist,* July-August, 1966.

227. The Parishioners: A Sociological Interpretation, *Yoshio Fukuyama, United Church Board for Homeland Ministries, 287 Park Avenue South, New York, New York.*

A random sample of 8,500 parishioners of the United Church of Christ was drawn from more than 150 churches in the Great Plains and seven Standard Metropolitan Sampling Areas. Using survey research methodology, respondents replied by mail to a multiple-response questionnaire which covered standard background information (age, sex, occupation, income, etc.), participation in local congregational activities, religious beliefs, attitudes and preceptions about the church and its ministry, attitudes on race and ethnic groups, civil rights, and other social issues.

Completion of the final report is anticipated for the fall of 1966.

*228. **The Jewish Community in Melbourne,** *Y. Glass, Department of Anthropology and Sociology, Monash University, Melbourne, Australia.*

229. **Community in Stress,** *Whitney H. Gordon, Department of Sociology, Ball State University, North Hall, Muncie, Indiana.*

The Jewish community in Muncie, Indiana, was studied through depth interviews with 47 Jewish families. The study has been published by Living Books, New York City.

*230. **Religious Attitudes and Participation as Expressed in Student Church Attendance,** *Dale H. Knotek, Lay Associate, Lutheran Campus Ministry, 3012 University Avenue, University of North Dakota, Grand Forks, North Dakota.*

This study will involve Lutheran students at the University of North Dakota. The researcher hypothesizes that Lutheran students from Norwegian rural churches tend to be less regular in church attendance due to church attitudes arising from piety and other sources.

231. **The Interrelations Between Native Cultures of the Non-Western World and Western Civilization, with Particular Emphasis on the Problem of the Native Religious Reactions to the Impact of Western Culture,** *Vittorio Lanternari, Department of Ethnology, University of Rome, Rome, Italy.*

This comparative study utilizes research designs and methods the researcher elaborated in his earlier volume, *The Religions of the Oppressed* (Knopf, 1963). Professor Lanternari reports: "A number of new traditionalistic cults flourished and are still flourishing among many Negro African communities since the attainment of independence. The socio-historical interpretation of these new cults makes the study of the new forms of anomie which have been caused by the new governmental elites necessary to understand them."

***232. The Changing Role of the Missionary in East and Southeast Asia,** *Murray H. Leiffer, Bureau of Social and Religious Research, Garrett Theological Seminary, Northwestern University Campus, Evanston, Illinois.*

Hypothesizing that the altered political and economic climate of East and Southeast Asia have definitely altered the role of the missionary in those countries, this correspondent has used interviews, conferences, and round-table discussions with Asians and with missionaries to assess the changes.

***233. Judeity,** *Paul Maucorps and A. Memmi, Centre d'Études Sociologiques, Centre National de la Recherche Scientifique, 82 Rue Cardinet, Paris, France.*

"The first research project undertaken by the newly created Research Group on Ethnic Relations analyzes the whole of the sociological, psychological, and biological characteristics which cause an individual to be a Jew. It aims at bringing out a sort of 'coefficient of Judeity.' A questionnaire has been built on themes referring to Jewish traditions, consciousness of being Jewish, and degree of integration." The researchers were working on the sample, which aims at being representative of the French-Jewish community, at the time the study was reported.

***234. Religious Behavior and Textual Ideology of the Lingayat Sect of South India,** *William C. McCormack, Department of Sociology and Anthropology, Duke University, Durham, North Carolina.*

This is a continuing study, with a monograph projected for completion in September, 1967, on the Lingayat social and religious reform movements. Field work was done on Lingayat religious behavior in 1957–58 and in 1962–63; further work, including questionnaires on religious conceptions and variability in festival cycles, is projected for 1966–67 in India.

***235. A Comparison of Gentile Negro and White Underprivileged Children and Jewish Underprivileged and Culturally Enriched Children,** *Frank F. Miles, School of Social Work, Portland State College, Portland, Oregon.*

The children will be compared through Erickson and other models in a preschool enrichment program at a Jewish community center and other nursery facilities. Parents will also be interviewed.

236. The Ahmadiyya Movement in Tanzania, *Edwin C. Osburn, Library, Southeastern Baptist Theological Seminary, Wake Forest, North Carolina.*

This thesis gives a history of the Ahmadiyya movement in general, its development in Tanzania, its polemic against Christians and Orthodox (Sunni) Moslems, and the reaction of Christians and Orthodox Moslems to this movement.

***237. Ethnic Persistency in Jewish Orthodox Groups,** *Solomon Poll, Department of Sociology, University of New Hampshire, Durham, New Hampshire.*

†238. Attitudes Toward Death, *Glenn M. Vernon, Department of Sociology and Anthropology, University of Maine, Orono, Maine.*

This study will deal with the different definitions of various aspects of dying. Religious differences will be a major focus of attention. The initial study will include respondents from several areas of the United States but will not be representative of any larger group.

***239. The Polish National Church in the United States,** *Celia A. Was, Department of Sociology and Anthropology, Graduate School of Arts and Science, New York University, Washington Square, New York, New York.*

240. Social-Religious Movements, *Ernst Werner, Institute for History of the Middle Ages, University Karl-Marx-Leipzig, 7022 Prellerstrasse, Leipzig, East Germany.*

"Social-religious movements in the Middle Ages in France, Italy, and the Balkans"; "Messianism in the Middle Ages, especially in Bohemia;" and "Heretical Christianism and Sufism in the fifteenth century in the Ottoman Empire," have all been studied through dialectic and historical materialism. It is suggested that in the background of all these movements are social tensions and economic and political difficulties.

NATIONAL GROUPS

241. Northerners and Southerners in Modern Big Nation-States, *U.R. Ehrenfels, Sud Asien Institut der Universitat Heidelberg, Scheffelstr. 6, in D 6900, Heidelberg, West Germany.*

"The recurrence and mutuality of typical attitudes between Northerners and Southerners within one and the same of several modern big nation-states are described and analytically studied. The major hypothesis is that increased mobility permits climatic forces to sort out different types within each big nation-state: the "northern" and the "southern" type. This was studied by participant observer techniques as well as opinion research and literary studies. It was found that apart from the combined effects of climate and increased mobility, there is a third stimulus acting in the North-South grouping. The North-South situation is linked to male-female polarization and is on the Southern Hemisphere a reversed mirror picture of that found in the Northern Hemisphere."

The study is reported in *Antaios,* (Basel), July, 1965.

†242. Japanese-Americans as a Deviant Minority, *William Petersen, Department of Sociology, University of California, Berkeley, California.*

The researcher reports that the typical conjunction between discrimination and a negativist response on the part of the minority subjected to the discrimination, most notable in the case of the Negroes, is markedly absent in Japanese-Americans. Those presently living have been subjected to greater discriminations than probably any other American minority, and they have achieved a marked success as measured by any index—education, job stability, social mobility, low incidence of crime and other pathologies, even longevity. He hypothesized that discrimination does not always disorganize. If the minority has a strong social structure, particularly a strong family system, the discrimination can induce a drive for greater achievement and effect a greater success by all measures.

To date, a preliminary investigation of the whole problem has been made and published as "Success Story, Japanese-American Style," *New York Times Sunday Magazine,* January 9, 1966. Intentions are to develop this into a book, but the precise methods and samples are not yet known.

***243. Manpower Effects of Cuban Immigrant Flows, 1959–66,** *U.S. Department of Labor, Office of Manpower, Automation, and Training, Washington, D.C.*

Inflows of Cuban refugees into the United States have had an impact on the employment situation in Miami, Florida. These inflows, because they differ from the historic immigrations to the United States in response to heavy excess demand for labor, provide a unique opportunity to study the manpower effects of an exogenous increase in labor supply. Using data from public and private agencies involved in the refugee program, a theoretical competitive model will be constructed. Results derived from econometric analysis of this model will probably be supplemented by information obtained from a random sample survey using mail and interview questionnaires. The program will cover: (1) a study of the characteristics of the refugees including especially age, sex, marital and dependency status, and occupational and skill background with the national pattern of occupational background demand and supply; (2) a study of migration and settlement patterns within the United States, and the relationships of these patterns to regional and labor demand patterns; (3) a detailed study of the impact of the refugees on the Miami, Florida, labor market areas.

The final report, being carried out by Paul D. Gayer, Department of Economics, Stanford University, is scheduled for completion in July, 1968.

BRIEF NOTES

***244. Work Motivation and Problem-solving Style: A Cross-National Study of Achievement in School Children,** *Arrigo L. Angelini, Department of Educational Psychology, Universidade de São Paulo, Caixa Postal, 8.105, São Paulo, Brazil.*

The correspondent is one of the investigators engaged in this study (principal investigator is Robert F. Peck; no address given). It will have a total sample of 6,400 subjects from at least six countries. The sample will include upper-middle-class and upper-workingclass boys and girls aged 10 to 14. The purpose is to identify and develop ways to measure motivation for vocational achievement and styles of coping with work-related problems among children and youth in several countries. The study is to be completed in 1969.

***245. Relations Between the American-Indian Population and the Spaniards Between 1500 and 1824,** *Manuel Bellesteros-Gaiboris, Seminario de Estudios Indigenistas, Cuidad Universitario, Facultad de Filosopio y Letros, Madrid, Spain.*

The study concerns the life of the American Indians and their relations—economic, social, technical, educational, and spiritual—with the Spaniards between the years 1500 and 1824. It was hypothesized that the difficulties of integration and assimilation are fundamentally due to the mental reservations and the sociological and ethnic prejudices of the participants. Examples of the integration between the Spaniards and the Indians can shed much light on this question. At the Spanish Archives, a study is being made of the colonial laws and the methods and results of the various missions.

***246. Characteristics of Rural Farmers of Dutch Descent as They Relate to the Adoption of New Farm Practices in Wellington County,** *Orion T. A. Clark, Department of Extension Education, Ontario Agricultural College, University of Guelph, Guelph, Ontario, Canada.*

247. Intellectual Fidelity of Japanese Intellectuals, *Toyomasa Fuse, Department of Sociology-Anthropology, Carleton College, Northfield, Minnesota.*

The mode of intellectual dissent among the Japanese intellectuals is examined by means of interviews and by content analysis of their writings. There are two main hypotheses: (1) The direction of the ideological change among Japanese intellectuals is from the radical left to moderate center left; and (2) Japanese intellectuals tend to raise more fundamental questions concerning the basis of the socio-economic power arrangement than do their U.S. counterparts.

†248. Young Adults in Brazil, *Aniela Ginsberg, Catholic University of São Paulo, Rue Monte Alegre* 984, *São Paulo, Brazil.*

A research plan has been elaborated for a personality study of young adults in different parts of Brazil and in different socio-economic levels. These results are to be compared with studies with the same methods (Holtzman Inkblots and Lawadzki Doherty method) in the United States and Poland.

†249. Dictionnaire des Populations de l'Europe, *Abel Miroglio, Centre Universitaire Havrais de Psychologie des Peuples et de Sociologie Économique, Boîte Postale 258, Le Havre, France.*

This planned volume will consist of articles giving the characteristics of (1) old nations as wholes, (2) the chief psychological and ethnic regions of these nations, and (3) some typical towns.

250. The Philosophical and Moral Problems of the Psychology of Peoples, *Abel Miroglio, Centre Universitaire Havrais de Psychologie des Peuples et de Sociologie Économique, Boîte Postale 258, Le Havre, France.*

This study has been published in the first two issues of a new multi-lingual sociological review, *Sociologie Internationalis* (Berlin).

***251.** **Revue de Psychologie des Peuples,** *Abel Miroglio, Editor, Centre Universitaire Havrais de Psychologie des Peuples et de Sociologie Économique, Boîte Postale 258, Le Havre, France.*

This periodical, put out by the center, deals with various aspects of the psychology of peoples (with the term "peoples" taken in the broadest sense). Interest is mainly in the psychology of the old European nations, but studies on many regions of these old nations, on certain vigorous or original towns, on African and Asian tribes, and on various other places also appear. Questions of intergroup ethnic relations, prejudice, and means of eliminating or reducing prejudice are treated.

252. Japanese vs. American Comparative Data on Peace Research Attitudes, *Theodore F. Lentz, Peace Research Laboratory, 5937 Enright Street, St. Louis, Missouri.*

A questionnaire was given to 3,144 Japanese high school students (eleventh graders from 33 different public, private, commercial, and religious schools in Hiroshima and 25 other prefectures in Japan) and to 260 American high school students from seven high schools in the St. Louis metropolitan area. Students agreed, disagreed, or stated "no opinion" to 60 statements such as: "There will never be a nuclear war"; "Every nation should be a member of the U.N. regardless of how democratic it is"; and "Economic security is more important to the average individual than the assurance that he or his children will never have to go to war." Tabulations are available from the laboratory.

253. Relations Between Germany and Denmark During World War II, *Jerry Voorhis, Department of History, Northwestern University, Evanston, Illinois.*

MULTIGROUP STUDIES

254. Exploratory Study of Minority Group Women, *Clark Johnson, Department of Sociology and Anthropology, University of Vermont, Burlington, Vermont.*

This correspondent's students in the "Minority Groups" course gathered 52 interviews with Vermont women (Negro, Catholic, and Jewish). The purpose was to ascertain whether the Burlington, Vermont, metropolitan area, and to some extent outlying parts of the state, revealed any evidence of intergroup conflicts, bitternesses, misunderstandings, tensions, etc., that would merit further, more systematic study. Very little overt prejudice and discrimination were reported. Some evidence was found, however, of a widespread pattern of development of "privatism" to control intergroup contacts, minimize unpleasant encounters, and maximize trouble-free contacts.

***255. Longitudinal Drinking Practices Study,** *Genevieve Knupfer, Mental Research Institute, 2223 Shatluck Avenue, Berkeley, California.*

A comparison of drinking practices, attitudes toward drinking, and personality traits of Irish, Jews, and Protestants is being made as part of a larger study on drinking practices. Questionnaires were sent to a sample of Irish, Jews, and Protestants selected from the telephone book according to the ethnic identity of their names.

The following were the researcher's hypotheses for this study: (1) more problem drinkers among Irish, Protestants, Italians, and Jews in that order; (2) more heavy social drinkers in that order; (3) more condoning of drunkenness in same order; (4) more impulsivity and sentimentality, less depression and intellectual values in same order. The researcher reports that the hypotheses were supported.

256. Social Epidemiology of Childhood Accident, *Miss Minako Kurokawa, San Francisco State College, 836 Oxford Street, Berkeley, California.*

The purpose of the research is to learn what cultural and social factors are related to differences in the incidence and types of childhood accidents, and thus to what extent accident rates can be predicted from social or cultural settings. According to a study by the California State Department of Public Health, the frequency of injuries is very much lower among Oriental children than among whites or Negroes. In order to explain this difference, a sample of 150 children was selected from among the members of the Kaiser prepaid medical plan in Berkeley-Oakland, California; and their mothers were interviewed. The results were compared with the data obtained from 850 Caucasian mothers in the previous study by the State Department of Public Health. Several hypotheses were tested: (1) Child-rearing practice and family relationship have a strong bearing on childhood accidents. (2) Oriental parents are more likely than Caucasian parents to have close supervision over children's activities, to discourage independence and venturesomeness in the child, and to teach the child to control impulses. (3) Among the Orientals, the acculturated parents are more likely to exercise child-rearing practices similar to those of Caucasians, and their children are more likely to have accidents than the nonacculturated children.

Information concerning the child's personality, mother's personality, child-rearing practice, family relationship, and other socio-economic factors was gathered. The findings reported are: "(1) Child personality traits are related to childhood accidents both among the Oriental and Caucasian children. Two types of high-accident children were identified: (a) Active-gregarious type. They are more likely to be exposed to hazards than low-accident children. In the case of Orientals, this type is often found among the acculturated children. (b) Inactive-withdrawn type. This comprises . . . only a minor portion of the high-accident children. They tend to have some psychological frustration, which makes it hard for them to cope with the hazardous situation when they are exposed to it. Among the Orientals, acculturated children with nonacculturated parents tend to belong to this type. (2) Child-rearing practice and family relationship seem to affect the occurrence of childhood accidents among the Oriental children, while they have practically no bearing on accidents in [the] case of Caucasian children. In other words, the behavior of Oriental children seems to be affected by parental attitudes more strongly than is the case with Caucasian children."

257. Race, Social Class, and Level of Aspiration: The Effects of Race and Social Class on the Goal-Striving Behavior of White and Negro Boys, *Donald E. Meeks, Smith College School for Social Work, Gateway House, Northampton, Massachusetts.*

This study examined the influences of race and social class on the level of aspiration. Lower-class and lower-caste individuals were expected to have difficulties with aspirations due to the extreme variance between their actual positions and the society's "ideal." Negroes were believed to have distinctive problems because of their perception of the society's "ideal" as unattainable.

The predictions were investigated by an experiment which systematically sampled for the race and social class of subjects, and varied the experimenter by race. The pursuit rotor was used to measure level of aspiration. The use of this mechanical apparatus provided a task with a sufficient balance between structure and ambiguity to serve as a means for obtaining varied aspiration responses. Subjects were 76 white and Negro preadolescent boys who were grouped by race and social class. The sample was drawn from community centers, schools, and churches in Boston. Each subject was tested by both a white and a Negro experimenter.

White and Negro lower-class subjects were found to aspire significantly lower with Negro than with white experimenters. Race of experimenter had no influence on the aspirations of white and Negro middle-class subjects.

The research was compiled for a doctoral dissertation under the direction of Roger R. Miller.

***258. The Impact of Industrialization on the People of Turkey and East Africa,** *Otto Neuloh, Institute of Sociology, 66 Saarbrücken 6, Kossmannstrasse 1, West Germany.*

Attention has been focused on the impact of industrialization on the habits of life and thought in Turkey and East Africa (Kenya and Uganda). The studies aim at revealing the intergroup relations between Western and Muslim and East Indian groups. In Turkey the subject is primarily structural unemployment as far as this is connected with attitudes toward economy and work. The East African part of the study is concerned with social and sociological problems and consequences of industrialization in the two countries. The research team is composed of three Europeans and three East Africans who have studied social science in Germany. Three groups of persons will be interviewed: (1) Representatives of ministries, organizations, and institutions whose activities concern or are linked with industrial develop-

3

ment; (2) representatives of industrial enterprises and cooperatives; and (3) African industrial workers within their respective firms. In both parts of the study the sample consists of 1,200–1,500 subjects.

***259. Alternative Sources of Sense of Community,** *David Popence, Urban Studies Center, Rutgers University, New Brunswick, New Jersey.*

"This study is designed to develop a research technique and some preliminary analyses leading to the development of a larger research investigation concerned with the impact of factors associated with urbanization on problems of mental health and social functioning. The urbanization components with which the research shall be concerned particularly are urban physical form, social and geographical mobility, and functional interdependence of metropolitan settlements. This pilot study will investigate the strengths of the local settlement, the religious group, the family, and occupation groups as alternative sources of sense of community."

260. A Sociopsychological Study of Adolescent Conformity and Deviation, *Lewis Rhodes, Department of Sociology, Florida State University, Tallahassee, Florida.*

This is a continuation of analysis of data from the Nashville study (with Albert J. Reiss, Jr., U.S. Office of Education Project 507.)

The current focus is on race and socio-economic-status differences in educational aspiration, achievement, and performance. Dependent variables are English and arithmetic grades and Stanford Achievement reading and arithmetic scores. Independent variables include various measures of values, subject's motivation, socio-economic status, race, school context, etc.

Hypothesizing that structural effects combine with effects of individual's characteristics to produce high or low achievement in a secondary school system, data were obtained by questionnaire and from school and Juvenile Court records for 21,720 Nashville pupils in grades 7 to 12. Various statistics used include multiple classification analysis.

The researcher reports that "the selected measures of motivation, socio-economic status, race, etc., enables us to account for 50 per cent of the variance in Stanford Achievement scores and 39 per cent of the variance in grades."

BRIEF NOTES

261. Anxiety Among Three Cultural Groups in Elementary School, *James G. Cooper, School of Education, University of New Mexico, Albuquerque, New Mexico.*

On Sarason's scale of test anxiety, Indian pupils scored highest (most anxious), Spanish-American pupils were next, and Anglo-American pupils scored the lowest. The previous finding by Sarason that girls score higher than boys was confirmed across cultural groups.

262. Group and Organizational Factors Influencing Creativity Including Communication, Cooperation and Negotiation in Culturally Heterogeneous Groups, *Fred E. Fiedler, Lawrence M. Stolurow, Harry C. Triandis, Department of Psychology, University of Illinois, Urbana, Illinois.*

This quarterly report for January 31, 1966, reports on the following areas: (1) Communication and negotiation in culturally heterogeneous groups. The data from this study were used in a paper (H. Triandis and E. Davis, *Journal of Personality and Social Psychology,* 1965). (2) Research on and development of culture assimilators. (3) The effect of experimental variables; in particular, the effects of cultural heterogeneity and the position power of the leader on group process. These latter variables include, among others, anxiety, group climate, and leader and member assertiveness.

263. Working Class Youth: A Review of the Literature, *Bernard Goldstein and Harry C. Bredemeier, Urban Studies Center, Rutgers University, New Brunswick, New Jersey.*

As part of a research project, Social and Cultural Factors Related to School Achievement, an extensive search has been made of the literature pertaining to youth, with special reference to lower-class or working-class youth. As a result of this work, a critical review of the literature is planned in order (1) to outline what is known about lower-class and working-class youth and (2) to evaluate the sources of that knowledge. This will be published as a monograph.

264. Self-Image, Self-Perception, and Self-Actualization, Among Minority Youngsters, and its Effect on School and Job Failure or Success, *Myron Philip Schlesinger and Susan E. Wagner, JOIN Center 158-01 South Road, Jamaica, New York.*

III. PATTERNS OF DISCRIMINATION, SEGREGATION, DESEGREGATION, AND INTEGRATION

GENERAL—BY COUNTRY

Africa

265. **Negro-White Relations in Connection with the Development of New Nations in Africa,** *Emiliano Aguirre, Departmento de Paleontologia Humana, Facultad de Ciencias, Universidad de Madrid, Avenida de Seneca s/n, Madrid, Spain.*

*266. **Social Identity in Africa,** *Otto Klineberg and Marisa Zavalloni, International Center for the Study of Intergroup Relations, 4 Rue de Chevreuse, Paris, France.*

This research hopes to provide African governments and others with information on social attitudes affecting integration of the heterogeneous elements of national populations. It aims to study the relative strength of ethnic versus national identification in different contexts of tribal and national situations and the implications of such identification for national integration and intergroup relations. The sample includes approximately 1,500 university students from six African countries: Ethiopia, Uganda, Nigeria, Ghana, Senegal, and the Congo. Following a pretest with African students in Paris, questionnaires containing 50 open-ended and multiple-choice questions were given to the students under the supervision of a member of the center and/or trained personnel from the social science departments of the universities. Responses to the instrument were coded by the center in Paris for IBM programming, and the results are presently being analyzed.

*267. **Analysis of Race Relations Within a Framework of Plural Societies,** *Leo Kuper, Department of Sociology, University of California, Los Angeles, California.*

Comparative data are drawn from African societies.

268. Socioreligious Reactions of Traditional African Societies, *Vittorio Lanternari, via B. Cerretti 13, Roma, Italy.*

A study of the socioreligious reactions of traditional African societies (south of Sahara) under the clash of Western culture and religions has been conducted. The results are being published in *Archives de Sociologie des Religions* (Paris).

***269. The Historical Role and Influence of the Portuguese and Arab Settlements of the East African Coast,** *George Moutafakis, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, Syracuse, New York.*

270. On the Economic and Political Situation of the Asian Minority in East Africa, *J. Rothermund, IFO-Institut für Wirtschaftsforschung, 8 München 27, Poschingerstrasse 5, West Germany.*

This appeared as *Afrika-Studien,* Heft 7, Berlin-Heidelberg-New York, 1965.

***271. African Ethnic Groups,** *Aiden William Southall, Department of Anthropology, Eastern African Studies Program, 119 College Place, Syracuse, New York.*

It was hypothesized that in African new nations, especially in their urban centers, ethnic separation is transcended in proportion to the length of time spent in town, level of education received, rate of earnings, occupational level, and general social status achieved. A study is being conducted, using diachromic structural-functional analysis, comparing ethnic groups in East Africa with those in the South and West. Urban areas will also be contrasted with similar regions in India, the Far East, and Latin America. From other studies the author reports that the hypothesis holds true.

This long-term study will be extended to Madagascar in 1966–67.

Argentina

***272. Acculturation of Immigrant Groups in Urban Centers,** *Center in Studies on Regional and Urban Planning, Azcvenaga 280, Buenos Aires, Argentina.*

A sample of 1,200 families in Buenos Aires, Argentina, have been chosen and questioned on problems relating to assimilation in the urban culture. The researcher reports that no racial incidents were found in the research but that some ethnic and national problems were encountered. A first report will be ready by the end of 1966.

This project has been supported by the National University of Buenos Aires and the Council for Technical and Scientific Research.

***273. Culture Groups in Argentina,** *Enrique E. Febbraro, Instituto Privado de Encuestas, Sixto Fernandez 686 Lomas de Zamora, Buenos Aires, Argentina.*

The above institute has a group of interviewers who speak with newcomers to the institute from diverse culture groups to find their preferences and their ways of life, and to see if their successes and failures can be understood. The research is now in its first stage.

***274. Assimilation of Foreigners in Argentina: A Comparison of Jewish, Spanish, Italian, and Saxon Groups,** *Francis Korn, Junin 1533, Buenos Aires, Argentina.*

Australia

***275. An Investigation of the Health of the Victorian Aboriginal Community,** *Centre for Research into Aboriginal Affairs, Monash University, Clayton, Victoria, Australia.*

This project is being conducted by this center over a four-year period, starting in 1966, in collaboration with the Education Department, Health Department, and Aborigines Welfare Board in Victoria.

For this survey the following were hypothesized: (1) The aboriginal community is a sick community, suffering greater ill-health than most other groups or communities in this state. (2) While aborigines may be compared with other poor white rural communities, there is a special element of "aboriginality" which aggravates their particular situation.

The basic design is to conduct a full epidemiological survey for the first two years, then proceed to an examination of the objective factors affecting health, e.g., housing, nutrition, income, etc., and then proceed to an examination of the subjective factors affecting health, e.g., race discrimination, legacy of the past, aboriginal attitudes to Western medicine and the attitudes of the providers of Western medicine to aborigines, etc. Existing data, widely scattered over various departments and agencies, will be collected. The sample will probably cover 1,000 people, just under one-third of the total aboriginal population in the state.

Brazil

***276. Power Distributions in Rio de Janeiro,** *Anthony Leeds, Department of Anthropology, University of Texas, Austin, Texas.*

The major focus of this study involves the differential distribution of the resources of power in the urban South and the differential social aggregates and groups connected with this distribution. Special reference is given to *favelas* (squatter settlements), which are highly complex subsystems of the urban system and the state and national societal system.

The researcher derived a set of hypotheses from two or three related models—an ecological model of *favelas* in sociogeographic space, a model of power distribution in loci in a population, and an evolutionary model of "developing" societies. An intense study of a sample of 4–5 *favelas* chosen firsthand from a sample of about 30 *favelas* is being conducted. Research will involve all documentary and statistical material recoverable for a total sample of 250 *favelas* and statistical techniques in ethnographic *favelas.*

The researcher reports that *favelas,* quite contrary to all prevalent assertions including O. Lewis's culture-of-poverty mythology, involve highly political, highly future-oriented populations in elaborate organizations of many types, especially informal. Forms of integration with the larger society are numerous, and *favelas* contribute a very significant part of the native and local power structure.

277. A Study of Areas of Interethnical Friction in Brazil, *Roberto Cardoso de Oliveira, David Maybury-Lewis, Roque de Barros Laraia, Roberto Augusto de Matta, and Julio Cesar Melatti, Department of Anthropology, Museu Nacional, Universidade do Brasil, Quinta da Boa Vista, Guanabara, Brazil.*

This project was sponsored by the Latin America Center for Researches in the Social Sciences (Rio de Janeiro, Brazil) and covered a period of two years (1962–64). One of the Indian tribes, the Xerente, was chosen for intensive research; in addition the researchers concentrated on the study of the interethnic contact apparent in the Rio Tocantins Valley. The aim of the research was twofold: (1) to study the conflicting factors in a contact situation in two different types of economic areas, an extractive type where nut-gathering is a principal activity, and a pastoral type; and (2) to study the consequences resulting in the modalities of accomodation adopted by the tribes included in these economic areas.

Additional research centered on the same phenomenon in an ancient area of extractive economy, the Upper Solimoes River, in the state of Amazonas, on the border between Peru and Colombia. The study was concentrated on the Tukuna population and their methods of integration in the regional society. The forms of social consciousness of the Indian and of the whites in regard to sociocultural changes resulting from and marked by interethnical friction ("the antagonism of two standpoints structurally and historically contradictory to each other, which, however paradoxically it may seem, are knit together in the Indian and national populations by the mechanisms of interdependence") were also studied. The major hypothesis was that the contact between tribal groups and segments of the national society tend to be characterized by their competitive, and frequently conflicting, aspects, which often cause this contact to attain "total" proportions—i.e., involving the total tribal conduct, and to a great extent, the regional behavior of the non-Indians.

"The research embodied in the project deliberately does not follow a culturalistic approach, as the point of view inherent in the acculturation studies was considered inadequate for a knowledge of the levels of social interaction in which the interethnical relations study was concentrated. In the case of the Tukuna, the sociological approach adopted as a methodological starting point was proposed by Balandier in his works, particularly in his book *Sociologie Actuelle de L'Afrique Noir* (1955) in terms of the notion of 'situation coloniale.' Several publications have already resulted from the research."

Canada

278. Social and Psychological Factors Influencing Learning in an Ethnically Differentiated Area of Northeastern Alberta, *B. Y. Card, Department of Educational Foundations, University of Alberta, Edmonton, Canada.*

Academic achievement was compared with respect to a number of social factors. Data were collected from a home interview sample, a teen-age sample, and from the entire population of teachers.

279. Differential Educational and Job Opportunities of French and English Canadians in a Northern Ontario Town, *R. A. H. Carlton, University of Toronto, 563 Spadina Avenue, Toronto, Ontario, Canada.*

***280. English and French-Canadian Relations in Ontario,** *S. D. Clark, Department of Sociology, University of Toronto, 563 Spadina Avenue, Toronto, Ontario, Canada.*

281. The Position of Negroes, Chinese, and Italians in the Social Structure of Windsor, Ontario, *R. A. Helling, Department of Sociology and Anthropology, University of Windsor, Windsor, Ontario, Canada.*

Education, housing, and employment opportunities for minorities were investigated by a quota sample in areas of concentration. Existing patterns of discrimination in violation of the Ontario code were identified.

282. Perceived Discrimination in Housing, Public Accomodations, and Employment in the Province of Ontario, *R. A. Helling, Department of Sociology and Anthropology, University of Windsor, Windsor, Ontario, Canada.*

A random sample of 100 Italians, 100 Negroes, and 50 Chinese is being interviewed to determine the extent of implementation of Ontario human rights legislation.

***283. Assimilation of West Indian Domestics in Montreal,** *Frances Henry, Department of Sociology and Anthropology, McGill University, Montreal, Quebec, Canada.*

One of the main hypotheses was that domestics from a higher socio-economic background would face greater problems than those of a lower class background. The assumption was that these girls join the domestic scheme (which is government sponsored and gives the immigrant status in Canada), simply to enter Canada. These hypotheses were generally confirmed, although the data have not been completely analyzed.

284. Perception of Discrimination Among Japanese-Canadians in Hamilton, *Franklin J. Henry, Department of Sociology, McMaster University, Hamilton, Ontario, Canada.*

The research study was undertaken by the Sociology Department of McMaster University; a report has been submitted to the Ontario Human Rights Commission. The study constitutes a report on discrimination as it is experienced by Negroes and Japanese-Canadians living in Hamilton, and is based on 204 interviews conducted during the summer of 1964. In each interview the respondent discussed his experiences in housing, employment, and public accomodations. Interviews were completed with 79 per cent of the Negroes selected for interviewing and 97 per cent of the Japanese. A number of comparisons of study data with information from the 1961 Census of Population indicate that the Negro and Japanese samples are good representative samples of Hamilton Negroes and Japanese-Canadians.

"The first homes in Hamilton of both Japanese and Negro respondents were concentrated in the downtown area. Present homes of the Japanese are slightly concentrated in the central Mountain area. There is some tendency for present homes of Negroes to be located near central Hamilton. Only 44 per cent of the Negroes are home owners compared with 69 per cent of all Hamiltonians and 81 per cent of the Japanese-Canadians. The few Japanese who rent pay about average Hamilton rents, the Negroes $10–$15 below average. House values reported by both samples are slightly below Hamilton average. Negro incomes are relatively low: Only 46 per cent of the Negro respondents earned $4,000 or over compared with 70 per cent of the Japanese and 71 per cent of all Hamiltonians. The Japanese tend to have middle-class occupations: clerical, sales, small business ownership, skilled labour; the Negroes, lower class occupations: personal services, unskilled labour. The Japanese have considerably more than average education. The median years of education are 9.2, 11.5, and 9.2 for Hamiltonians, Japanese, and Negroes respectively. Negro and Japanese respondents visit regularly with about the same number of families, but the Japanese visit more with families of their own race than the Negroes. Nine Negro women have white husbands, and 14 Negro men have white wives; only three of the Japanese respondents were married to non-Japanese.

"The amount of discrimination experienced by Negroes has apparently been fairly constant over the past 25 years, whereas the Japanese-Canadians in Ontario experienced many times as many incidents of discrimination per person per year during the years 1942–49 as during the period 1948–64. The researchers estimated the average amount of discrimination currently experienced by the coloured population of Hamilton as just over two incidents per person per year. The comparable figure for Hamilton Japanese is one incident every five years. The Japanese-Canadians who were most likely to report discrimination were those with relatively high incomes who frequently interacted with non-Japanese. Factors associated with discrimination among Negroes were found to be low income, frequent social interaction with non-Negroes, youth, marriage to a white person, dark skin, and growing up in Hamilton."

285. The Forces Shaping Social Interaction Between Canadians and French Canadians in the Town of Kapuskasing (Province of Ontario, Canada), *Mark Iutcovich, Department of Sociology, College of Mount St. Joseph, Mount St. Joseph, Ohio.*

"The aim and scope of this report is to analyze 'the forces shaping social interaction between English Canadians and French Canadians in the town of Kapuskasing.' It is an endeavor to set forth the patterns of relations which evolved through time and more specifically to point out why these two groups have followed a dramatically different course of development which impinges on the relations between them."

Analysis was restricted to the following points: (1) select aspects of the institutional and organizational structures of the two communities as they affect interethnic relations; (2) the impact of these aspects on the position of each group; (3) the impact of these aspects on the personal level of interethnic relations.

The report, based on field work carried out in the town of Kapuskasing during the period of September 1, 1964, to April 10, 1965, was submitted to the Royal Commission on Bilingualism and Biculturalism of Canada. The research project was sponsored by the Royal Commission and was conducted under the auspices of the University of Toronto, Ontario, Canada.

286. **Bilingualism in Montreal: A Demographic Analysis,** *Stanley Lieberson, Department of Sociology, 409 Social Science Building, University of Wisconsin, Madison, Wisconsin.*

"Census data and indexes adopted from linguistics are used to examine trends in the ability of Montreal's population to communicate with one another between 1921 and 1961. There has been no increase in linguistic communication during this period. The probabilities of members sharing a mutually intelligible tongue within the British and French ethnic groups remain far higher than the probability of linguistic communication between the groups. Bilingualism appears to be an end product of language contact rather than an intermediate step toward monolingualism. Both major languages maintain their positions in intergenerational transfer. Cohort analysis disclosed relatively low degrees of bilingualism among small children, a rapid rise during the school and young adult ages, and an actual net decline during the middle and older ages."

This study was published in the *American Journal of Sociology,* July, 1965.

287. **French Canadians in Toronto: With Special Reference to the Middle Class,** *T. R. Maxwell, University of Toronto, 563 Spadina Avenue, Toronto, Ontario, Canada.*

288. Postwar Immigrants in Canada, 1956–61, *Anthony H. Richmond, Department of Sociology, York University, 2275 Bayview Avenue, Toronto, Ontario, Canada.*

This is a study based mainly upon a sample survey carried out in 1961 with the cooperation of the Canadian government. The sample covered postwar immigrants of all nationalities throughout Canada. It examined economic status and adjustment, social mobility, family relationships, acculturation, social integration, satisfaction, and citizenship intention. In particular, it considered differences in the experience of British immigrants compared with those from other countries and differences in the experiences of immigrants in the Vancouver metropolitan area with those in the rest of Canada. Specific hypotheses concerning the relation of relative deprivation and gratification to satisfaction and citizenship intention are examined. It was found that the greater the similarity between the immigrant's former way of life and that in Canada the *less* likely he was to seek naturalization.

***289. Return Movement of U.K. Migrants from Canada to Britain,** *Anthony H. Richmond, Department of Sociology, York University, 2275 Bayview Avenue, Toronto, Ontario, Canada.*

This study is based upon a sample survey carried out between 1962 and 1963 in Britain. The sample was based upon all persons re-registering for national insurance in Britain over a twelve-month period, who had previously been residents in Canada and had a prior record of insurance in Britain. The questionnaire was similar to one previously used in a study of postwar immigrants in Canada, with additional questions concerning the reasons for return to Britain. Contrary to the hypothesis, the majority of the men in manual occupations who returned were critical of economic conditions, mainly the insecurity of employment. Many had not entered Canada with the intention of settling permanently, but a high proportion of the "returnees" at the time of the survey were planning to return once more to Canada.

290. Postwar Italian Immigrants and the Construction Industry in Toronto, *S. Sidlofsky, University of Toronto, 563 Spadina Avenue, Toronto, Ontario, Canada.*

***291. Postwar Immigrants in the Changing Metropolis with Special Reference to Toronto's Italian Population,** *S. Sidlofsky, Department of Sociology, University of Toronto, 563 Spadina Avenue, Toronto, Ontario, Canada.*

China

292. Archaeology in China, *Cheng Te-k'un, Department of Far Eastern Art and Archaeology, University of Cambridge, Cambridge, England.*

"With an enormous corpus of new archaeological data ancient China may now be seen in a better light. So far three volumes, namely, *Prehistoric China* (Cambridge, 1959), *Shang China* (Cambridge, 1960), and *Chou China* (Cambridge, 1963) have been published. The last two volumes show clearly that the development of Shang and Chou cultures were both the result of mixing of groups of people who happened to live in this part of the world in the two respective periods. The new prehistoric materials which were unearthed in recent years seem to tell the same story. This will be told in my *Supplement to Prehistoric China* to be published this fall. The final paragraphs read as follows: 'It seems reasonable to conclude that the rise of the historic culture in China was a result of millennia of cultural mixing in the Huangho valley. Climatic fluctuations at regular intervals on the Govi Steppes and floods and famines from time to time in the Huangho basin were forever forcing the settlers to move. Floating population was a characteristic feature in the prehistoric landscape just as it was in the historic days. In this way stage after stage of cultural mixing took place and they influenced and succeeded each other over a constantly expanding domain. This process was indeed responsible for the growth of a uniform cultural tradition, beginning with Pebble-flake and Gobi cultures through Yang-shao and Lung-shan to Hsiao-t'un and eventually the establishment of the Shang dynasty.

" 'In the early historic days the whole of China, from Shantung to Kinkiang and from Manchuria to Kwangtung, was still teeming with Neolithic survivals of various kinds. Together with the historical civilization they were all mixed cultures, enjoying either a nomadic way of life when they wandered north into the steppes or a village organization with self-sufficient economy when they settled in China proper.'

"In a way my *Archaeology in China* is an investigation of group relations in ancient China. Volume IV of *Archaeology in China* will be devoted to *Han China*. It is hoped that the same approach will be stressed. This is scheduled to be published in 1967."

Congo

***293. Interethnic Relations in the Congo,** *Alf Schwarz, Institut de Recherches Economiques et Sociales, Université Lovanium, Boîte Postale 135, Leopoldville, Congo.*

Two studies were conducted under the hypothesis that parental and tribal identifications persist along with newer types of identification, such as class or nationality; sociometric techniques, questionnaires, and participant observation were used. The first was a sociometric study of the relations between different ethnic groups of the Congolese working population. The fifty-page article was published in the *Cahiers Économiques et Sociaux*, March, 1966. The second study is now under way, using planned interviews and questionnaires with 200 members of the working class in Leopoldville. It concerns their perceptions of their own ethnic group and of other ethnic groups. The study is being done under the sponsorship of the Centre International D'Études des Relations Entre Groupes Ethniques in Paris.

The researcher reports the following findings concerning Central Africa: While parental and tribal identifications remain very strong, urbanization is tending to give new strength to the tendency to form new identifications as a city dweller as against a village dweller.

England

†294. Zambian Students in the U.K., *M. C. Grayshon, Institute of Education, University of Nottingham, Nottingham, England.*

A planned experiment will follow a number of Zambian students for approximately three years—from their departure from Zambia to the United Kingdom to their return to Zambia. It will be carried out by joint staff members of the universities of Nottingham and Zambia.

***295. Adjustment Problems of Students from Overseas with Special Reference to the Learning of English,** *Amya Sen, National Foundation for Educational Research, The Mere, Upton Park, Slough (Bucks), England.*

This inquiry is primarily concerned with the problems of students from non-European countries who are following courses of study in Great Britain and whose mother tongue is not English. The purposes of the inquiry are: (1) To build up a factual picture of the cultural, sociological and personal background of representative samples of overseas students. This information will be gathered by questionnaire and interview and will cover such headings as family structure, schooling, postschool education, learning of English in own country, perception of present level of use of English, reactions to teaching methods, study habits, social problems in the United Kingdom. (2) To relate this information to success in learning English and successful completion of the intended course of training.

296. Race Relations in Britain, *Henri Tajfel, Department of Social and Administrative Studies, University of Oxford, 40 Wellington Square, Oxford, England.*

This was not a research project in the proper sense of the term. An essay competition was launched among African, Asian, and West Indian students in Britain about their attitudes toward the color problem before they came there and after having spent some time in the country. This led to the publication of a selection of essays as a book: *Disappointed Guests* (ed. H. Tajfel and J. L. Dawson, Oxford University Press, 1965). The concluding chapter of the book is based on an analysis by the editors of all the essays received, whether published or not.

297. Sparkbrook Association Study, *F. E. A. Turk, 6 Braithwaite Road, Sparkbrook, Birmingham, England.*

Six years ago the Sparkbrook self-help project started to deal with the problems of the urban slum area. A small study of needs through house-to-house visits in one part of Sparkbrook revealed that "the indigenous population expresses strong feeling, not so much against immigrants in general or 'coloured people' but against particular groups, for example Irish Tinkers, whose way of life and nomadic habits are more frightening to them. These feelings particularly relate to the behavior of members of this group under the influence of alcohol, and the disturbance caused in collecting scrap metal, etc."

Finland

***298. Interaction Among Swedes and Finns in Abo,** *Knut Pipping, Department of Sociology, Abo Akademi, Domkyrkotorget 3, Abo, Finland.*

A probability sample of 110 Swedish families with at least one child below 15 years was drawn from the population register of Abo and interviewed about: number of Finnish-speaking relatives, friends, workmates; language used in situations involving bilingual persons; radio listening and television watching, book and newspaper reading. Analysis of the data has just begun.

France

†299. The Integration to French Social Life of Both Manual and Intellectual Africans, *Paul Maucorps, Centre d'Études Sociologiques, Centre National de la Recherche Scientifique, 82 Rue Cardinet, Paris, France.*

300. The French and Racism, *Paul Maucorps, A. Memmi, and J. F. Held, Centre d'Études Sociologiques, Centre National de la Recherche Scientifique, 82 Rue Cardinet, Paris, France.*

The questionnaire was built around four topics: (1) the actual state of racism in France, (2) its forms and manifestations, (3) its causes, and (4) action against racism. A sample of 200 French people was surveyed. The research led to a book, *Les Français et le Racisme* (Paris: Payot, 106 Boulevard St. Germain).

***301. The Persistence of Subculture in Alsace,** *Richard Robbins, Department of Sociology, Wheaton College, Norton, Massachusetts.*

The question of the viability of ethnic-linguistic-religious subcultures in European literate societies is asked. Focus is on a village community study, with preliminary field work in the village carried out in 1965. "The approach has been comparative cross-cultural analysis, using the complex-complex relationship of America to Europe, rather than the complex-preliterate relationship of cultural anthropology." This study is supported by Fulbright, Wenner-Gren, and American Philosophical Society grants.

***302. Study of the Presentation of Jews in School Textbooks, Missals and French-Language Bibles,** *Socio-Religious Research Center, Center of Cathechistic Research (Louvain) and American Jewish Committee (New York, Paris), 116 rue des Flamands, Louvain, Belgium.*

This research is being conducted with the hypothesis that such literature as school textbooks, missals, and French-language Bibles forms an important basis for the formation of a mentality, and that these works have contained and still contain references and omissions harmful to relations between Jews and Christians.

A method of defining the cultural area and the type of each document analyzed has been worked out, a method which may easily be applied to other documents in other cultural areas.

Germany

†303. The Treatment of Christian-Jewish Relations in Textbooks on Religion Published in the Federal Republic of Germany, *Georg Eckert, 33 Braunschweig, Okerstrasse 8b, West Germany.*

***304. The Gypsy Question in Germany,** *Siegfried Wölffling, Halle/S., Franckeplatz 1, West Germany.*

Antigypsy policy in Germany as a form of racial discrimination was studied through field work and archival research. It was found that "Antigypsy policy started in Germany with their [the gypsies'] coming to Europe, and came to a high culmination point 1938–1945, when 500,000 were killed."

Ghana

***305. Ghanaian Factory Workers,** *Margaret Peil, Department of Sociology, University of Ghana, Legon, Ghana.*

Interviews with 994 workers in ten factories in Accra were conducted in order to obtain data on marriage, migration history, and present residency. This data will be used to analyze patterns of various ethnic groups—which are more likely to intermarry, where each group tends to go in Accra, etc. Data has also been collected on non-Ghanaian ethnic groups which have lived in Ghana for at least five years.

***306. Social Survey of Medina,** *Margaret Peil, Department of Sociology, University of Ghana, Legon, Ghana.*

The head of every household in Medina, a rapidly growing suburb of Accra with about 2,000 people, was interviewed to obtain data on origin, tribe, time in Accra, etc. This data will be used to locate interethnic marriages and to plot the segregation of various groups.

Guatemala

***307. Sociocultural Changes in Guatemala,** *Seminary of Social Integration of Guatemala, 11 calle 4-31, zona 1, Guatemala, Guatemala.*

This study refers briefly to the examination of the sociocultural changes that have occurred among the people of the region. The problem is directed by Sol Tax of the University of Chicago, with the participation of the Seminary of Social Integration of Guatemala. The material is in the final phase of discussion and elaboration.

Hungary

***308. Intergroup Relations Among the Different Ethnic Groups of Southwest Hungary,** *Andrásfalvy Bertalan, West Hungarian Research Institute of the Hungarian Acadamy of Sciences, Dunántuli Tudományes Intezet, Kulich Gyula u. 22, Pécs, Hungary.*

This study focuses on the processes of acculturation of the varied ethnic groups in Hungary since ancient times. The researcher hypothesized that the various organized institutions of the peasant people made possible the coexistence of these people of different origins. These institutions and the part they played will be explained. He will carry out the study by research into registers of births, marriages, and deaths in the region, and by personal interviews.

India

309. The Sindhis, Mercantile Refugees in India: Problems of Their Assimilation, *Victor Barnouw, Department of Anthropology, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin.*

This researcher wanted to see what changes had taken place since his 1952 study of the Sindhis in Poona, and whether there was more assimilation now than formerly. He found evidence of increasing tendencies toward assimilation, especially in growing bilingualism and in more areas where Sindhis and local Maharashtrians come together—schools, colleges, offices, and factories.

310. Voluntary Institutions of Calcutta, *N. K. Bose, 37A Bosepara Lane, Calcutta, India.*

Calcutta is inhabited by Bengalis, Hindusthanis, Orissans, Anglo-Indians, etc. They occupy more or less separate areas of the city, engage in different occupations, speak separate languages, and try to maintain their separate cultural and social existence by means of nearly 2,000 exclusive voluntary associations. Research was conducted under the hypothesis that the caste system is breaking up, but new organizations cutting across communal lines are not being built fast enough; so language groups tend to cluster together to form something akin to a caste. The study confirmed the hypothesis, explaining how and why intergroup tensions occasionally break out.

An article on the study was published in the *Scientific American,* September, 1965. The full report will be sent to the press in June, 1966.

***311. Social Interaction Pattern of an Untouchable Caste Converted to Christianity,** *B. K. Roy Burman, Officer on Special Duty (Handicrafts and Social Studies), Office of the Registrar General, West Block-1, Wing 1, 1st Floor, R. K. Puram, New Delhi-22 (Bharat), India.*

This study was undertaken in two villages, one in Madras and the other in Kerala, among a Harijan caste, namely, Parayans. An attempt was made to find out what changes take place in the social customs of the community concerned on conversion to Christianity. Simultaneously an attempt was made to find out what pattern of relationships emerges among the converted Parayans and nonconverted Parayans, on the one hand, and converted Parayans and other Christians on the other. For the purpose of the study a set of schedules for canvassing among Christian Parayans, non-Christian Parayans as well as among their Christian and non-Christian neighbors was set up. The hypothesis of the study is that while in religious matters the converted Parayans would associate more with other Christians, in local political matters they would associate more frequently with non-converted Parayans. Conversion would not materially change the pattern of interaction of the Parayans with Christian and non-Christian neighbors. Preparation of the final report on the study is expected to be completed during 1966.

312. Communal Conflict in Rourkela (India), *Bishwa B. Chatterjee, Department of Psychology, Gandhian Institute of Studies, Rajghat, Varanasi, India.*

It was decided that a diagnostic analysis of certain social-psychological determinants of tensions and conflicts among Hindus, Muslims and Adivasis with special reference to the recent disturbances at Rourkela and neighboring areas, should be studied in the light of a time perspective. It was felt that such a study would help explore possible programs for action toward the resolution of tension and conflict so as to establish harmonious relationships leading to national integration.

Representative samples of Hindus, Muslims and Adivasis (tribal aboriginals) who had undergone direct exposure to events during intercommunal disturbances were drawn from four locations—two close to the disturbed zone and two far away from it. They were interviewed with the help of schedules covering different areas of conflict, prejudice, communication of news about disturbances, perceptions of other communities, believed causes of conflicts, and opinions about future prospects of peace and harmony between communities. The final sample consisted of 200 respondents, composed of 31 Muslims, 38 Adivasis, and 131 Hindus.

The researcher hypothesized that ecological factors and non-homogeneous social fusion between the three groups produce tensions which often lead to violence. The hypothesis was confirmed by the study, and a view of present feeling among the groups was obtained.

***313. Levels of Integration in Rural Society,** *Kumarananda Chattopadhyay, Sociological Research Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta, India.*

The project is an intensive study of the multidimensional aspect of social integration within a particular ecological setting in order to ascertain different integrational forces working in the day-to-day life and living of the rural folk. The study is based on a stratified random sample survey of all the 2,627 households inhabiting 18 villages representing the rural area within a walking distance of 10 miles from Giridih town in the district of Hazaribagh, Bihar. Relevant information was collected in the schedules designed according to the life cycle method of data collection in *Social Anthropology*. Some of the results have been indicated in a few papers; the report specifically based on this study is under preparation.

Two major hypotheses are offered: (1) Cultural variety rather than uniformity is prominent among the social groups living in a stratified society (null hypothesis); or (2) in a culturally homogeneous area, the design of living of different societal groups follows a homogeneous pattern and vice versa (alternate hypotheses).

***314. The Structure of Leadership,** *S. Sinha, Psychology Department, Calcutta University, 92 Acharya Prafullachandra Road, Calcutta, India.*

India recently encouraged the election of village leaders by common inhabitants of the villages; these leaders then elect the leaders for higher bodies in the provinces or states. Investigation is progressing to ascertain the traits and qualities of the top leaders elected by this process. Sample surveys and interviewing will yield data for statistical analysis. An effort will be made to see what significance caste, religion, economic status, education, profession, literacy-illiteracy, age, sex, and other factors have. "Thus far," the researcher reports, "the psychological factors as found by Stodgil are confirmed."

***315. Protective Discrimination in India,** *Marc Galanter, Faculty Exchange, Department of Social Sciences, University of Chicago, Chicago, Illinois.*

The study is an attempt to investigate the effectiveness and consequences of the Indian system which provides for governmental discrimination in favor of disadvantaged groups (i.e., untouchables, tribals, other "backward classes"). The study is not based on a survey, but on an analysis of published and unpublished data plus extensive interviewing of officials, social workers, political leaders, etc. Emphasis is on the impact of judicial intervention on these schemes and their relation to the general principles of equality and nondiscrimination as subscribed to in India.

This study is to be published as a separate monograph, but it is part of a larger study of the abolition of untouchability in India.

316. Social Dialects in Dharwar Kannada, *William C. McCormack, Department of Sociology and Anthropology, Duke University, Durham, North Carolina.*

The sample was 70 women from Dharwar City, Mysore State, India. Caste, class, and education variables were examined in relation to social dialects. The primary determinant of change from class-based norms appeared to be coresidence.

The study was reported at the June, 1965, Conference on Social Structure and Social Change, held at the University of Chicago; an article was prepared for the conference volume.

317. Parayar in India, *Umar Rolf von Ehrenfels, South Asia Institute of the University of Heidelberg, Heidelberg, West Germany.*

This study examines the present and the historical condition of the Parayar of India, including a discussion of their caste position. Reprints of the study may be obtained from the South Asia Institute of Heidelberg University.

Indonesia

***318. The Professionalization of an Elite: Indonesians in the Dutch East Indies Civil Service, 1904–28,** *Malcolm R. Willison, Department of Sociology and Anthropology, Union College, Schenectady, New York.*

Ethnic origins and social rank, according to positions held, were studied for 5,000 upper-level Indonesians. The researcher hypothesized that old political elites or near-elites only slowly respond to new jobs and opportunities, but once they become aware of the salaries and social advantages of technical jobs, begin to recoup their loss of political control through professional training and positions in government. The researcher used government registrars for 1905 and 1929 to get a classification of names of Indonesians, Dutch, and other Asians according to ethnic origin, religion, and title of social rank. Classifications of positions by technical versus political departments, bureaus, types of jobs, and job rank were used. He reports that so far there is some support for his hypothesis despite difficulties in overlay of ethnic names and in classification of positions.

Ireland

***319. Interethnic Tensions and Disorders in Ireland,** *Alfred McClung Lee, Department of Sociology, Brooklyn College of the City University of New York, Brooklyn, New York.*

Israel

320. Arab Village Youth Working in Haifa: An Exploratory Survey, *Mustafa Gana'im, Maksim Genzer, Yonah Gut, Kemal Khalilah and Nilli Lerner, The Hebrew University of Jerusalem. Paul Baerwald School of Social Work, Jerusalem, Israel.*

The subject of this survey is the flow of Arab village youths to the town to find work there. The aim of the survey is to determine the causes for this flow, to study and to get to know their living conditions in the town, their contact with their families in the village, the extent of their satisfaction with life in the town, and their plans for the future. The emphasis is on the process of urbanization which the youths undergo.

The 50 youths selected for the sample were between the ages of 14 and 17, and had lived in their villages for at least the past five years. They all had gone to Haifa in order to find work there, were currently not living in the town with members of their family, and traveled to visit their families in the village no more than once a week.

Several conclusions were reached by the researchers: "The Arab village youths drift to the town for economic reasons. Their work and their conditions of employment are not supervised by the juvenile employment authorities and do not meet with the requirements of the Juvenile Employment Law and the Youth Apprenticeship Act. Their living conditions are very poor and worse than those they left behind in their villages. They are not absorbed into the social and cultural activities in the town and on the whole maintain close ties with each other. During their stay in the town they keep in close touch with their families in the village and do not lose sight of their obligation to the village. Most of them expressed their intention to return to their villages and openly portrayed their despair and dissatisfaction with their life in the town. For most of them there was a great discrepancy between what they expected to find in the town and the reality which they encountered. In addition, it is not possible to point to a process of urbanization of these youths." The survey concludes with a number of suggestions for the organization of suitable services both in the village and in the town.

***321. Walls of Acre,** *Morton Rubin, Department of Sociology, Northeastern University, Boston, Massachusetts.*

Acre, a middle-sized, ancient, Mediterranean coastal city in Israel, provides the locale for a case study of the major problems facing a society that is industrializing and at the same time is nationalistic (surrounded by enemies and containing within itself an ethnic minority population which identifies with these enemies). There are several hypotheses: (1) Preindustrial values emphasize folk-ethnic aspects of community life. (2) Industrializing society shifts the focus to class values crossing ethnic groups. (3) Communal and localistic values are increasingly submerged in national and international programs, with consequences for the interplay of folk-ethnic and class orientations.

The methodology includes bibliographical research and interviewing on functions of historical events and places, participant observation of the calendrical cycle of events, interviews on attitudes, and evaluation of symbolism of places and events. Early field work was undertaken in 1952 and 1954; current field work was from February, 1964, to December, 1965.

The researcher reports that "even in preindustrial times this community was completely subject to the vicissitudes of history: rise and decline as a port, government center of first rank, ethnic composition, etc. Current status is as a subregional industrial and commercial center with Arab-Jewish class consciousness tempered by nationalistic chauvinism. There is gradual integration of Occidental and Oriental Jewish groups to Israeli culture." A monograph is in preparation.

Japan

***322. Three Subcultures in Japan,** *Theodore Brameld, School of Education, Boston University, Boston, Massachusetts.*

The basic hypothesis of this study is that culture change in Japan is significantly affected by education. Methods used are primarily anthropological but also interdisciplinary, utilizing philosophy and education.

323. Korean-Japanese Relations in Mitaka, Tokyo, *William H. Newell, Department of Sociology and Anthropology, International Christian University, Tokyo, Japan.*

In this small-scale study of one Korean community of about 25 households, special reference is made to changes in economic opportunity since the Korean War. The researcher reports that "with the increased opportunities that the members of this community had, they had less interest in identifying themselves as Koreans with special rights; but since the distinction between Koreans and Japanese is of a caste-like character, if they were employed by non-Koreans, they were the first to be discharged in a recession."

Lebanon

324. Politics and Education in Lebanon, *Theodor Hanf, Arnold-Bergstresser-Institut for Socio-political Research, Erbprinzenstrasse 18, 78 Freiburg/Brsg., West Germany.*

This is a study of the specific socio-economic and political roles of the different educational systems in Lebanon in their relationship with the ethnoreligious communities in that country. The researcher hypothesized that the present Lebanese educational system emphasizes the existing differences between the ethnoreligious groups and stabilizes the class structure of the country. He feels that politically it is highly controversial and that the central focus of the conflict is on the sociocultural self-identification of the country.

To test this hypothesis interviews with leading Lebanese politicians of all ethnoreligious groups and with educational leaders and directors were conducted, an analysis was made of all existing materials, and an opinion poll was conducted among representative Lebanese students.

From this research the following findings were reported: (1) The present educational system reflects the existing social groups and classes; (2) it contributes to the preservation of different forms of the sociocultural and political self-identification; (3) it stabilizes the existing economic differences between the ethnoreligious groups and thus contributes to social unrest; (4) the *status quo* in education threatens on a medium-term basis the political *status quo* of the country.

Mexico

†325. Ethnic Relations in Oaxaca, 900–1600 A.D., *John Paddock, Department of Anthropology, University of the Americas, Apartado 968, Mexico 1, D.F.*

This study is in the planning stage. Research materials will be archeological, documentary, and to some extent linguistic. Documentary resources include the preconquest Mixtec historical codices and the postconquest indigenous documents as well as the materials of the Spanish colonial archives. Papers by J. Paddock and Bernal illustrate the beginnings of this work in documentary and archeological aspects, respectively; these were published in *Acts of the XXXV Congreso Internacional de Americanistas* (Mexico), 1964, in Spanish, and in English in *Ancient Oaxaca* (Stanford, Cal.: Stanford University Press, 1966).

New Zealand

***326. A Migration Study of Cook Islanders,** *E. M. K. Douglas, Department of Social Science, Victoria University of Wellington, Box 196, Wellington, New Zealand.*

The problem was to describe the processes of migration from isolated tropical islands to sophisticated urban centers in New Zealand, and to investigate the areas of group cooperation and group conflict in employment, housing, and leisure activities in such a New Zealand town. A two-ended study was made using: (1) a Cook Island village of 500 people (a 60 per cent sample of households) suffering from the loss of migration of hundreds of able-bodied and enterprising men and women; (2) and a study of social institutions in Tokoroa, New Zealand, where 1,000 Pacific Island Polynesians live in a town of 11,000. This involved interviewing a 40 per cent sample of the adult Cook Islanders' employers, trade unionists, foremen, teachers, clerics, businessmen, and other community leaders.

The researcher hypothesized that social change is most rapid and least disruptive in those spheres of social life in which migrant Cook Islanders feel their present system is inadequate; intergroup conflict is most likely when European New Zealanders feel their economic positions threatened, and when Cook Islanders feel their social institutions threatened. Mutual ignorance and conservatism could mean that where there is no conflict there may also be no cooperation between the two groups. Preliminary findings among Cook Islanders were that education, previous employment, age on arrival in New Zealand, and present age are significant in assessing rate and direction of social change. However, marital status, present employment, and amount of contact with home village are not significant. Findings among Europeans showed that marriage partners, previous employment, and areas of social contact with Cook Islanders are significant factors influencing cooperation; while present employment, residential location, and place of birth influence intergroup conflict.

***327. Race Discrimination in New Zealand Sports Tours: A Bibliography,** *Richard Thompson, Department of Sociology, University of Canterbury, Canterbury, New Zealand.*

The study, as Research Project No. 11, was published by the University of Canterbury, 1966.

328. Fijian-Indian Relations, *R. F. Walters, Victoria University, Wellington, New Zealand.*

Some work on Fijian-Indian relations has been done as a small by-product of a larger study on the social change and economic development of a Fijian village society. The study was based on field work in 1958–59 and 1961 in four sample villages using questionnaires in 25–50 per cent of households.

A book by the researcher, *Koro: Economic Development and Social Change in Fiji,* is forthcoming. Two papers have already been published: "Sugar Cultivation and Culture Change in Fiji," *Pacific Viewpoint,* April 1, 1963; and "Problems of Development in Fiji," *Pacific Viewpoint,* February 2, 1961.

Nigeria

***329. Language and Dialect Studies Among Tribal Groups in Northern Nigeria,** *Herrman Jungraithmayr, University of Marburg, Institut für Semitistik, Afrikan ABT, 355 Marburg, Schloss 1, West Germany.*

Norway

330. Intergroup Relations in Norway, *Gutorm Gjessing, Etnografisk Museum, Frederiksgt 2, Oslo, Norway.*

The relationship between the Saamish (Lappish)-speaking population and the Norwegian-speaking population of northern Norway was studied by the author. He felt that the need for breaking out of the septum and the need for remaining in it are complementary needs of these people. He used a combined theoretical-philosophical and empirical method of research.

Pacific Islands

***331. Social Study of Port Vila, New Hebrides,** *Paula Brown and H. C. Brookfield, Department of Anthropology and Sociology, Australian National University, Canberra, A.C.T., Australia.*

Port Vila, the capital of the New Hebrides, has a condominium administration: French and British. Immigrants from Asia and other Pacific islands, usually speaking either French or English, have come in and taken up commercial and skilled work. The native New Hebrideans constitute the largest part of the town population, and are mainly engaged in unskilled occupations.

The research has so far consisted of a preliminary visit of three weeks, a research assistant's collecting of documentary material for six months, and research by H. C. Brookfield and Paula Brown for three months primarily in taking a sociological census (collecting data on employment and on participation in education, social activities, and the local vegetable market). The study so far is mainly descriptive. The analysis of the census will show relations between race, nationality, language, education, occupation, religion, etc.

***332. Relationships Between Melanesians and Europeans in New Caledonia, the New Hebrides and New Guinea,** *Jean Guiart, Centre Documentaire pour l'Oceanie, 293 Avenue Daumesnil, Paris, France.*

All the aspects of the problem have been studied continuously since 1948 through ethnohistorical research and personal contacts (about 60,000 over the period of years). Papers are regularly published in *Realités du Pacifique.*

333. The Ryukyu Research Collection, *Douglas B. Haring, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, Syracuse, New York.*

In connection with the Maxwell School's Cross-Cultural Studies Project, this collection of titles of books, articles, and manuscripts in relevant languages dealing with the Ryukyu Islands has been completed. The collection forms a part of the analysis of the introduction of Chinese and Japanese culture into the Ryukyu Islands.

Pakistan

***334. Muslim-Hindu Relations in Pakistan,** *Meyer Barash, Department of Sociology and Anthropology, Hofstra University, Hempstead, New York.*

Data was accumulated in 1964–65 while the researcher was U.N.E.S.C.O adviser to the University of Dacca, East Pakistan. The study aims to document Hindu-Moslem acculturation and to see to what extent "Western" sociological concepts are valid in other cultures.

Philippine Islands

***335. Patterns of Interaction in Urban Neighborhoods, Cebu City,** *Helga E. Jacobson, Cornell University, London-Cornell Project, c/o Office of the President, University of San Carlos, Cebu City, Philippines.*

Poland

336. The Problem of Polish National Feeling Among Varmiaks and Mazurs, *Lili Maria Szwengrub, Zaktad Sociologii Wsi IFiS PAN, ul. Nowy Swiat 72, Warsaw, Poland.*

The study is concerned with the shaping of national feeling among the native population of the district of Olsztyn during the period 1945–63. The central question is: "How is it that the population of Polish origin, and many fighters for the maintenance of Polish culture in the Varmia and Mazury region, accepted German citizenship and decided to leave their native country?" The case study is based on field interviews and observations in chosen villages of the district of Olsztyn, conducted in the years 1947–1950, 1957–1960, and 1963.

Rhodesia

337. Recent Stress and Strain in the Nationalistic Movements in Southern Rhodesia, *Alonzo T. Stephens, Department of History and Political Science, Tennessee Agricultural and Industrial State University, Nashville, Tennessee.*

The study discusses the following: (1) the breakup of the Federation of Rhodesia and Nyasaland over African protest; (2) the tests the British government faced with Ian Smith's independence move; (3) the state of Africans (black and white).

Spain

***338. The Assimilation of Immigrant Workers into Catalonia,** *A. De Miguel, DATA, S.A., Avenida Jose Antonio 54-8, Madrid, Spain.*

As part of larger study on the adaptation of older workers to the discipline of an industrial society, the relationship between the social status of immigrant workers and their rate of assimilation into the Catalonian culture was studied. A survey analysis was made, using the Catalonian language as an indicator of the degree of assimilation.

The researcher reports that the higher the position of the worker in the enterprise, the lower his rate of assimilation into the Catalonian culture.

339. Negro-White Relations in Spain, *Emiliano Aguirre, Departmento de Paleontologia Humana, Facultad de Ciencios Universidad de Madrid, Avenida de Seneca s/n, Madrid, Spain.*

Sudan

340. The Shaiqiya of Northern Sudan, *Ahmed Salman Al-Shahi, St. Antony's College, Oxford, England.*

This is an ethnographical survey of the Shaiqiya tribe of the Northern Sudan based on published materials in English, French, and Arabic. Particular attention is paid to the factors which led this tribe to play an important role in the politics of the area during the eighteenth and nineteenth centuries. Such comparative materials as are available are drawn upon to show the relation between the Shaiqiya and their neighbors, notable the Danaqla, the Ja'aliyin and the Mahass.

The researcher is also doing a study of the political, economic, and social institutions of a Shaiqiya village in North Sudan. This will be based upon anthropological field work in the Shaiqiya village and visits to other settlements of the Shaiqiya in the Sudan.

***341. Interethnic Relations in Western Darfur, Sudan,** *Fredrik Barth and Gunnar Hoaland, Department of Social Anthropology, University of Bergen, Bergen, Norway.*

Economic and demographic interconnections between the Baggara Arab nomads and Fur agriculturalists in Western Darfur are being studied as part of a larger study on the social aspects of development in Western Darfur. Anthropological field work taking one and a half years and covering an area of 200 square miles will be the basic method of research for this study.

The study is part of the work of the Jebel Narra Project of the U.N. Special Funds.

Sweden

342. Sweden's Constructive Opposition to Immigration, *Franklin D. Scott, Department of History, Northwestern University, Evanston, Illinois.*

An article appeared in the *Journal of Modern History,* September, 1965.

Switzerland

***343. Foreign Workers in Switzerland,** *Roger Girod, Department of Sociology, University of Geneva, Confignon, Geneva, Switzerland.*

This study is concerned with the flux of foreign workers in Switzerland in relation to the social stratification and mobility of both their community of origin and the Swiss population. Using statistical data on foreign workers and data from field research on mobility, the author will test his hypothesis, which states that foreign workers are largely confined to the less attractive occupational and social positions, thus helping local populations to be upwardly mobile. This hypothesis has already been verified, but further research must be carried out because of the temporary character of the sojourn of the foreign workers. He feels that the question would be to see what occupations they had before and after their sojourn in Switzerland, meaning to relate Italian and Swiss surveys on migrations and mobility.

Thailand

***344. Hill Tribes of Northern Thailand,** *Hans Manndorff, Museum für Völkerkende, Vienna I, Neue Hofburg, Heldenplate, Austria.*

This study is a socio-economic survey of the hill tribes of northern Thailand. Their relations with others of the outside world such as traders, administrative officers, border patrol police, teachers, health and welfare officers of the government of Thailand are studied to secure results with practical applications for administrators and specialists in the fields of health, welfare, and agricultural development activities. The social structure, authority system, and loyalties of the people as they relate to attempts to promote useful technical innovations are considered.

Anthropological field research (1961–62 and 1963–65) was undertaken jointly with several Thai welfare officers and university persons. Emphasis was put on good field relationships and participant observation. Findings of the study are published in many reports. The majority are government survey reports stimulated by or carried out in close cooperation with the Department of Public Welfare of the Ministry of Interior, under whose name they are published.

Union of South Africa

***345. Community Leadership Patterns,** *Hendrik W. van der Merwe, Department of Sociology, Rhodes University, Grahamstown, Republic of South Africa.*

One hundred community leaders were identified by criteria of position and reputation and by event analysis. Analyses of the major events in the community indicated that leadership was pluralistic and divided on practically all issues. Questionnaires were administered to determine on what grounds they were divided. Preliminary analyses suggest that although leaders are divided on the basis of language and denomination, the basic split is between "conservatives" and "liberals."

United States

***346. The Mexican-American Social Movement in Texas,** *Charles R. Chandler, Department of Sociology, Southwest Texas State College, 508 West San Antonio Street, San Marcos, Texas.*

The project is mainly a descriptive one, bringing together in chronological order information on Mexican-American "protest" activities, which have mostly been legal and political in nature. Materials have been gathered from newspapers, pamphlets, etc., but the primary sources of information are interviews and participant observation. Interviews are with reputational and positional leaders of Mexican-American political and social improvement organizations with "Anglo" informants. Background material on discrimination, demography, etc., will be included, and there will be some analysis of factors which have shaped the movement.

***347. The Acculturation Rate of the Mexican-American in Salt Lake County,** *Helen M. Crampton, Department of Sociology, University of Utah, Salt Lake City, Utah.*

This study was of a two-generation design taken from three different schools, using both parents and students. The researcher tried to get as comparative a view as possible, using a mining community, a surburban community, and an urban community. A random selection of students was taken from a high school in each community. Both the students and the parents were interviewed, and IBM scores were used to show selective acculturation rates. It was hypothesized that the acculturation rate differs on various sets of factors, namely; generation, sex, state of origin, time of stay and duration, and cultural attitudes on food customs, legal structures, politics, education, and religious activities. The result of the study, a doctoral dissertation, should be available by June, 1966.

348. Niagara Falls, New York: A Preliminary Community Study, *Robert A. Dentler, Institute of Urban Studies, Teachers College, Columbia University, 525 West 120 Street, New York, New York.*

This project was prepared as a consultative service for the New York State Department of Education, and the Niagara Falls Board of Education. The intent was to provide an analysis of selected community characteristics, particularly ethnic population composition and trends, and to relate these to one another so that work on problems of the ethnic composition of student bodies in the public schools of Niagara Falls might be conducted in an informed manner. The main conclusion of this study was that without significant efforts to desegregate, the public school will contribute substantially, if unwillingly, to the aggregate of social and economic problems that are building up within and around Niagara Falls. With significant efforts to desegregate, it is possible that the public school system could contribute powerfully to the solution of these emerging problems.

***349. Years of Ferment,** *David Dressler, California State College, 6101 East Seventh Street, Long Beach, California.*

This is to be part of a book, for Alfred A. Knopf, on the cultural and intellectual history of the period, roughly, 1928–48. One or more chapters will deal with ethnic group relations and the emergence of movements devoted to improving intergroup relations. The plan is to cover such phenomena as changing "styles" of ethnic jokes, songs, movies, etc.; the social forces tending to explain changing attitudes toward ethnic minorities; and persons and organizations accountable to an extent for the changes.

The methodology includes study of old newspapers, magazines, short stories, and official documents, and consultation with persons active in the field during the years represented. The researcher was active during those years in a private as well as an official capacity, and will also draw upon his own experience.

***350. Serbs in the United States: A Report on Integration,** *Milenko S. Filipovic, Kenza Viseslava 5, Belgrade, Yugoslavia.*

This study deals not only with the history of the Serbian migration to the United States but also with their twofold integration: the integration of various Serbian groups with each other which resulted in unifying the American Serbs, and their integration with the Americans.

Using data collected on a trip through the United States in 1952 and data from literature, the author found that the integration of the 100,000 Serbs in the United States does not occur as quickly as the integration of some other minority groups because of their membership in the Orthodox church and their strong national traditions.

***351. A Community Study of Las Vegas, Nevada,** *Charles W. Fisher, Department of Sociology, California Western University, San Diego, California.*

This study is a social profile of Las Vegas based on existing social statistics and interviews with representatives of social institutions including governmental and industrial agencies and amusement and gambling institutions. Many Negroes from the Southern states have been drawn by the promise of economic opportunity to Las Vegas, as have many whites. Thus Las Vegas, with its continually redoubling population has problems of segregation and employment which are discussed in this community study. In a sampling of the fourteen Census tracts of Las Vegas City, using both interviews and questionnaires, a representative sample of 1,000 residents was used. The purpose of the study was to discover the attitudes, values, and behavior patterns of Las Vegas residents and to compare them with those discovered by similar methods in the study of other cities. The comparative study is now in the field. The target date for the completion of the study is October 15, 1966.

***352. Conquest and Culture Change: the Chumash Indians of California and their Relations with non-Indians,** *Jack D. Forbes, Center for Western North American Studies, University of Nevada, Reno, Nevada.*

This is an ethnohistorical study of the Chumash Indians since 1542 with emphasis upon culture change after European contact and conquest. Attention is being given not only to chronology but also to analysis of the effects of conquest, colonialism, enforced acculturation, miscegenation, and other sociocultural processes. Of special interest is the problem of how an active and creative people were gradually reduced to the status of an apathetic, depressed, and disorganized minority. Also of interest is the question of the relationship between psychological depression induced by conquest and rapid population decline. The empirical gathering of data (ethnohistorical research) relevant to the subject is taking precedence over any specific hypotheses; however, there are several general suppositions, including the belief that a detailed study of Chumash-European relations will yield data of comparative value.

***353. Acculturation of Immigrant Groups,** *James W. Kiriazis, Department of Sociology, Youngstown University, Youngstown, Ohio.*

This study is a comparison in the acculturation patterns of two immigrant groups. Both groups are from the island of Rhodes. One group numbers about 350 and has settled in Warren, Ohio. The other group numbers about 450 and has settled in Canonsburg, Pennsylvania. This study is concerned with the differences in the cultural changes and the extent of assimilation of these groups. Structured interviews with adults of every family in both communities were carried out. The researcher hypothesized that the group in Canonsburg has remained less acculturated, more integrated, but shows more individual pathology due to greater ambivalence. The study is not completed, but indications are that the hypothesis is correct. The Canonsburg group is undergoing an uneven change which is isolating it even further from the dominant culture as well as from other Rhodian communities.

***354. A Study of the Nonstandard English of Negro and Puerto Rican Speakers in New York City (and Neighboring Urban Centers),** *William Labov, 401 Philosophy Hall, Columbia University, New York, New York.*

"This is a study of the English used by the Negro and Puerto Rican sections of the New York City speech community. The principal objective of the work is to define the structural and functional conflicts between standard English and the Negro and Puerto Rican vernaculars—conflicts which may interfere with the acquisition of reading skills. By *structural conflict* is meant the interference in the learning of standard English which stems from an underlying linguistic structure significantly different in sound patterns, morphology, syntax, and semantic organization. Such an underlying structure is conceived as a system in equilibrium, which resists pressures for change at one point by corresponding re-adjustments of a network of internal relations. By *functional conflict* is meant the interference in the acquisition of skills in reading or speaking standard English, which proceeds from oppositions of value systems symbolized by specific linguistic variables. Thus it is possible for a lower-class speaker to participate in the full sociolinguistic structure of a speech community, and possess a good knowledge of the norms of careful speech, yet be unable or unwilling to use these forms in speech or writing. It is the noncognitive functions of language which are responsible for such interference, so that each step in the process of learning to read or write may center about an unconscious conflict of values.

"The study will utilize the techniques developed in previous research in the sociolinguistic structure of New York City, and supplement these with new techniques developed in preliminary work for this proposal. A survey of the Harlem speech community will be based upon individual interviews, using questionnaire forms and subjective reaction tests that concentrate upon the linguistic variables of great significance among Negro and Puerto Rican speakers. This survey will range across several age levels, including adult speakers, teen-agers and pre-adolescent youth. A second, and equally important, approach to the speech community will be made through study of primary groups which form closed networks to define the effects of group pressures exerted on language.

"The analysis of the data will be based upon the quantified indexes of linguistic performance in a wide variety of contextual styles, as defined in the interviews. The details of linguistic behavior will be examined to answer the questions: To what extent do the Negro and Puerto Rican groups show underlying language patterns markedly at variance with those of the speech community as a whole? At what age levels do these speakers begin to acquire the normative values in regard to language as well as the linguistic subculture which is peculiarly their own? Samples are taken from other Northern cities, from other sections of New York City, and from one Negro community in the South."

***355. The Allentown Minority Group Study,** *George A. Lee, Department of Sociology, Muhlenberg College, Allentown, Pennsylvania.*

Assessment of the housing, employment status, and sociocultural background of the Negroes and Puerto Ricans in Allentown was undertaken. In addition, the extent of discriminatory practices in the community, and attitudes among whites, Negroes, and Puerto Ricans were investigated. The principal problem in Allentown is in drawing attention to and developing a program of social action for a very small minority population (2 per cent of a 100,000 population base). Approximately 25 per cent of the households in the minority group community were surveyed on an interview basis. Using an aerial scatter pattern, 90 white householders were selected for intensive interviews. In addition, some union officials, real estate agents, and company personnel managers were interviewed. Analysis is based upon such variables as education, income, desire for militant leadership, and degree of satisfaction with the community.

356. Cattle Ranching as a Cultural Ecology Problem in Northern New Mexico, *Thomas Maloney, Department of Sociology and Anthropology, New Mexico Highlands University, Las Vegas, New Mexico.*

This is a straight ethnographic study, involving interviews, observation, and use of public documents, seeking a description and analysis of cultural adaptation to the environment; approximately 120 commercial ranchers are in the study, covering an area of 4,000 square miles, all of San Miguel County, New Mexico. As a part of the study, interethnic relations ("Hispano"-"Anglo"), history, and present situation are involved, including practices of each group in its relations with the other group.

The researcher reports that conservatism in technology of ranching is the dominant mode of coping with the environment, with village-dwelling "Hispano" ranchers most conservative and "Anglo" ranchers in isolated locations near the Texas border less conservative or traditional. He states: "Multiple causes, many ethnic and interethnic in character, are seen for this difference and continuum."

The study is now being written up.

***357. Japanese-American Research Project,** *T. Scott Miyakawa, Japanese American Research Project, 6290 Social Science Building, University of California, Los Angeles, California.*

The first part of this study is a sociological analysis, based on a national survey of the first generation of Japanese migrants and their American citizen children and grandchildren. The focus is on aspects of their acculturation and adjustment, including patterns of occupational mobility and localities of residence.

The second part is a social history of their migration to the United States. This includes a discussion of their contribution and the contributions of their children and grandchildren as an aspect of American history.

358. Report of Task Force Appointed to Study the Problem of Displaced School Personnel Related to School Desegregation and the Employment Status of Recently Prepared Negro College Graduates Certified to Teach in Seventeen States, *National Education Association, 1201 16th Street, Washington, D.C.*

This study was conducted under the auspices of the National Education Association and financed jointly by the association and a grant from the United States Office of Education, Department of Health, Education, and Welfare. The completed report was published in December, 1965.

The chapters of this report are entitled: (1) Introduction, (2) The Dynamics of Displacement and Nonemployment, (3) Abstracts of State Reports, (4) Employment Status (5) Effective Utilization of Negro School Personnel, (5) Summary of Major Findings, (6) Recommendations. The appendixes are: (1) The Complete Survey Proposal, (2) Form used in Interviewing Displaced Teachers, (3) Form Used in Interviewing Unemployed Teachers of Class of 1965.

359. The People of the Inner Core—North and South Madison's Negro Community, *Charles T. O'Reilly, W. Downing, and S. Pflanczer, School of Social Work, University of Wisconsin, Madison, Wisconsin.*

These studies were conducted in what the authors term relatively "open" Northern communities in Wisconsin, Milwaukee and Madison, for the purpose of examining the attitudes of Negroes in these communities toward housing, employment, and Negro-white relations. An interview-survey was conducted with a sample of 393 Negro household heads in the first study in Milwaukee and with 143 Negroes in Madison. The researchers report the following findings: "Adult Negroes tend by substantial majorities to feel that they are discriminated against in jobs and housing. This was true in two Northern cities which are not known as highly discriminatory. Negroes, however, tend to be concentrated in ghettoes in both cities and are predominantly concentrated in blue-collar occupations. To an extent their social status is explainable in terms of recency of residence, lesser education, etc. Lengthy interviews, however, reveal a core of attitudes that link their position vis-à-vis housing, the police, etc., to overt discrimination by whites."

***360. Race Relations in the San Francisco Bay Area,** *Wilson Record, Institute of Governmental Studies, University of California, Berkeley, California.*

This is an effort to bring up to date Professor Record's monograph entitled *Minority Groups and Intergroup Relations in the San Francisco Bay Area* (Berkeley: Institute of Governmental Studies, University of California). The earlier monograph examined the growth of minority populations, the development of intergroup tensions, problem areas in intergroup relations (employment, education, housing, and indigency and welfare programs), intergroup conflict, and social action movements. The paper assessed trends and prospects in order to envisage major developments—economic, social, and political—in the San Francisco Bay Area during the decades ahead.

Although attention was paid to all minority groups in the area, particular emphasis on the Negro was compelled by three specific considerations. "The Negro population is relatively new to the Bay Area, whereas Mexicans have been a familar sight for a long time, if not always so large a part of the local human scene. Negroes, migrating primarily from the South and Southwest, have a salient conspicuousness, their semirural traits standing out even more sharply against the Bay Area urban backdrop because of their color. In the coming scenes they will have even larger roles to play and will move even closer to the center of the stage.

"Another reason for focusing on Negroes is that Negro-white tensions have become nationwide in scope during the last two decades. An examination of them as they emerge in the Bay Area reveals a certain local and regional uniqueness, but it also, and more importantly, reveals a similarity to Negro-white relations in the nation's other large urban centers. The claim of some Bay Area enthusiasts that more equitable patterns have developed here can be examined most critically in a discussion of Negro-white relations. Finally, the Negro-white focus is dictated by the social and political militancy of Bay Area Negroes, in contrast to the passivity or mild protest of Chinese, Japanese, Indians, and Mexicans. The determination of the white majority to yield only slowly, if at all, to demands that present imbalances be corrected can but lead to further, more intense conflict—conflict that will probably become the most crucial the Bay Area community is called upon to deal with during the coming decades."

361. Leadership and Strategy for Social Action in the Churches of Honolulu, Hawaii, *Kenneth O. Rewick, Office of the President, Mid-Pacific Institute, 2445 Kaala Street, Honolulu, Hawaii.*

This study was completed in the past year as a dissertation for the doctorate in religion from the Southern California School of Theology at Claremont Graduate School, California. The study was based on an instrument of the author's own construction and had a 57 per cent return from ministers, priests, rabbis, and lay-leaders as to questions of the church's involvement in social problems. The main chapters dealt with labor-management problems, extremism—right and left—and ethnic integration. The focus was upon the Islands, historically and at present. The author reports that two conclusions seemed to stand out: (1) Religious leaders in Hawaii feel that the "melting pot" has a long way to go before it truly can claim that the Islands are without prejudice. (2) Laymen are much more enthusiastic about the church, entering into social problems and seeking to mediate conflict than are the ministers of the Island community.

362. Minority Groups in Nevada, *Elmer R. Rusco, Bureau of Governmental Research, University of Nevada, Reno, Nevada.*

This fifty-page report brings together information about Negroes and Indians. It concentrates chiefly on education, employment, and income with comparisons with Nevada's white population and the non-White populations in other states. The materials for this report were drawn chiefly from the Census of Population of 1960.

The study is purely descriptive, and consists of three parts. Part I discusses the growth in numbers of non-Caucasian groups in Nevada from 1880 to date, and, in detail, the geographic distribution of Negroes and Indians in the state in 1960. Part II discusses some characteristics of the nonwhite population of the state in 1960. Part III discusses in detail the characteristics of the Negro population of Las Vegas, primarily by using 1960 Census data, but also by using data collected in an opinion survey conducted by Operation Independence in early 1965. The major conclusion of this study is that Indians and Negroes are poor and not as well educated as whites.

BRIEF NOTES

***363. Studies of the White and Nonwhite Populations of Worcester, Massachusetts,** *Thomas P. Imse, Department of Sociology, College of the Holy Cross, Worcester, Massachusetts.*

Studies of residential locations, migration expectations, job expectations, and cognitive functioning are being undertaken by the correspondent and his colleagues.

364. The Ku Klux Klan in the Southwest, *Charles C. Alexander, Department of History, University of Houston, Houston, Texas.*

It is hypothesized that the career of the Ku Klux Klan in Texas, Arkansas, Louisiana, and Oklahoma during the 1920's represented a reaction against a changing social order and found expression especially in attempts to curb moral laxity and law violations.

The book was published by the University of Kentucky Press, Lexington, Kentucky, in 1965.

***365. Acculturation in the Southwest,** *M. Jourdan Atkinson, Department of History, and Geography, Texas Southern University, Houston, Texas.*

A cultural anthropological approach is taken to the study of the problem of integration as it concerns Negroes, Anglo-Americans, and Latin Americans in the Southwest United States. Observation has been supplemented by exploration of historical documents.

"The Southwest Negro," Dr. Atkinson suggests, "arrived in North America 100 years before Plymouth Rock and Jamestown. He is more Spanish than English in many respects, since he came in with the Spanish; therefore he is more truly representative of this sector of the world than most other elements except the Indian."

***366. A Survey of Desegregation in Tennessee; Employment, Education, Public Accommodations, Health Facilities,** *Carroll G. Barber, Fisk University, Nashville, Tennessee.*

†367. **Minority Groups in Billings,** *John R. Bross, Director of Guidance, Rocky Mountain College, Billings, Montana.*

A survey is contemplated covering Negroes, Indians, and Spanish-Americans. The college chapter of the NAACP wished to do the study to discover the economic situations of the three groups and the extent of discrimination they have encountered in housing or employment.

*368. **Survey of Glen Elder,** *Leonard D. Cain, Jr., Department of Sociology, Sacramento State College, Sacramento, California.*

Graduate students, under Dr. Cain's direction, are making a preliminary survey of Glen Elder, a ten-year-old subdivision of Sacramento with a population of approximately 2,500. It was originally announced as an "integrated" project, but has become virtually an all-Negro suburb.

369. **Discrimination Today,** *Mary T. Clark, Manhattanville College, Purchase, New York.*

This study gives a background of the problems in the areas of education, employment, housing, and transportation. Included are a statement of the problems present today, a record of student action in Catholic colleges, guidelines to future civic action, and practical programs for club meetings as a preface to judgment and action.

*370. **On Negro-Jewish Relations—A Contribution to a Discussion,** *Abraham G. Duker, Department of History and Social Institutions, Yeshiva University, Amsterdam Avenue and 186th Street, New York, New York.*

One paper was published in *Jewish Social Studies,* January, 1965.

*371. **Mexican-Americans in the United States,** *Jack D. Forbes, Center for Western North American Studies, University of Nevada, Reno, Nevada.*

This is a historical study with emphasis upon sociopolitical problems and relations with Anglo-Americans.

*372. **Race Mixture in the United States,** *Jack D. Forbes, Center for Western North American Studies, University of Nevada, Reno, Nevada.*

This is a time-depth study of race mixture in the United States, covering whites, Negroes, Indians, Orientals, and other groups.

*373. **White-Indian Relations in Nevada,** *Jack D. Forbes, Center for Western North American Studies, University of Nevada, Reno, Nevada.*

This is a time-depth study with emphasis upon the Indian reaction. The methodology is primarily "historical" or "ethnohistorical."

*374. **Evaluation of New Jersey Health Services for Disadvantaged Youth Program,** *Bernard Goldstein, Urban Studies Center, Rutgers University, New Brunswick, New Jersey.*

The objective is to examine how the utilization of requisite health services by enrollees of the Neighborhood Youth Corps is affected by the organized conveyance of health services, the attitudes of the consumers of such health services, and the attitudes of those who convey the services.

375. **Human Resources: Projects and Prospects for Education and Employment, Nevada,** *Nancy Gomes, 1940 Gridley Avenue, Reno, Nevada, and Mrs. Rudolph Talso, 1940 4th Street, Sparks, Nevada.*

The League of Women Voters of Nevada has published this 27-page mimeographed study of the education and employment status of Negroes and Indians in the state, combined with an analysis of state and federal programs in Nevada directed against poverty or which might be useful in improving the educational and economic status of racial minorities in the state.

376. **A Study of Inhibitory Factors in Desegregation,** *William Lewis Greer, Colorado State College, Greeley, Colorado.*

*377. **Racial Integration in a "No-Problem" Town,** *Sam Johnson, Department of Sociology, Idaho State University, Pocatello, Idaho.*

Interviewing is being done with a random sample of households in Pocatello to determine the degree to which Negroes share in the activities and resources of the community. Six community areas are investigated: housing, education, occupation, politics, health, and informal social associations. For each, three vectors are measured: objective situation, Negro attitudes toward the community, and community attitudes toward Negroes.

*378. **The Irish and Irish Politicians,** *Edward M. Levine, Department of Political and Social Science, Illinois Institute of Technology, Chicago, Illinois.*

The central theme of this manuscript is the alienation and segregation (social and economic) of the Irish in America as a result of the religious hatred that existed between the English and American Protestants and the Irish Catholics.

*379. **A Socio-analytical Amelioration Approach to the Color Conflict Complex with Implications for Educational Theory,** *John Clifton Little, Department of Sociology, Whitworth College, Spokane, Washington.*

Ethnocentrism is suggested as a key concept for understanding disjunctive social conflict characterized by Negro-white conflict in the United States. Library research reveals much evidence that ethnocentrism has been contributively present from the formulation of the Constitution and throughout our sociopolitical development.

*380. **The Economic Situation of Negroes in the United States,** *S. M. Miller, Department of Sociology, Syracuse University, 926 South Crouse Avenue, Syracuse, New York.*

Findings of this analysis of Census Bureau and other data on income and unemployment of Negro families in the United States indicate that the absolute economic level of Negroes is advancing, but not as rapidly as that of whites. The one exception is that of unemployment—where the absolute position of Negroes is worse currently than fifteen years ago.

381. **An Exploratory Study of Housing and Employment in Davenport, Iowa,** *Rev. Marvin A. Mottet, Davenport Catholic Interracial Council, Box 3866, 410 Brady Street, Davenport, Iowa, and Harold L. Little, Black Hawk College, Moline, Iowa.*

A survey on housing and employment was undertaken in a 26-

block area in downtown Davenport. The blocks were chosen because of high density of Negro population or because they had at least ten dwellings classified as dilapidated in the 1960 census. The survey covered 756 persons, or 22.5 per cent of the presumed population. Data was gathered on income, employment, desire for retraining for better employment opportunities, education, and housing (general and for subgroups).

***382. An Anthropological Ethnohistory of the Issanti Dakata,** *Charles W. Neu, The Society for Client-centered Counseling, 152 72nd Street, Brooklyn, New York.*

This problem deals with first writing an up-to-date history and from it searching out basic factors which show the reasons for the inability of the two races to join fully as one. Research into historical records and comparisons with actual field experiences are being used. The researcher hypothesized that until the migration to the cities the possibility of complete enculturation was remote. He reports that the hypothesis has been shown to be valid.

***383. The Negro in the American Economy,** *Dorothy K. Newman, U.S. Department of Labor, Bureau of Labor Statistics, Room 2015 GAO, 5th and G Streets, N.W., Washington, D.C.*

This sourcebook will include tables, charts, and text concerning the Negro population and migration, labor force characteristics, occupational status, income and consumption patterns, and social characteristics regarding the family, educational attainment, and housing. It will also have a bibliography of government publications and of other helpful publications in the field.

***384. Race Relations,** *May Parish, Berry College, Mt. Berry, Georgia.*

385. The Mexican-Americans of East Chicago, Indiana, *Julian Samora and Richard A. Lamanna, Department of Sociology, University of Notre Dame, Notre Dame, Indiana.*

The relative status and degree of assimilation of Mexican-Americans in a northern steel center has been analyzed. Unlike most Mexican-Americans in the United States, these are largely industrial workers and have been here for some time (the colony dates from 1918). The co-authors were participant observers during the summer of 1965. Data was also collected from a variety of other sources—employment records, school records, Selective Service records, police records, church and welfare records. A report to the supporting foundation was to be submitted in early 1966.

386. Literature in Periodicals of Protest of Swedish-America, *Franklin D. Scott, Department of History, Northwestern University, Evanston, Illinois.*

An article appeared in the *Swedish Pioneer History Quarterly,* October, 1965.

***387. Integration Controversies in New York City—Pilot Study,** *Bert E. Swanson, Sarah Lawrence College, Bronxville, New York.*

388. Black Scare: The Racist Response to Emancipation and Reconstruction, *Forrest G. Wood, Fresno State College, Bakersfield Center, 4021 Mt. Vernon Avenue, Bakersfield, California.*

This is a recently completed book now being considered for publication. As the title suggests, it deals with the race demagoguery of the Civil War era, particularly as a political propaganda weapon.

U.S.S.R.

389. Die Europaischen Samojeden in Vergangenheit und Gegewart (The European Samoyed Past and Present), *Hans Findeisen, 5455 Rengsdorf über Neuwied, Waldstrasse, Germany.*

This work contains a sketch of the Samoyedic-Russian and Samoyedic-Komi relations and also gives an account of the Christianization and the Sovietization of the Samoyeds. The book contains two maps and twenty-two illustrations on ten plates.

The researcher reports that he is also doing research on state power and religious groups in the U.S.S.R.

Venezuela

390. A Study of Different Tribes in Venezuela, *Adelaide G. de Diaz Ungria, Quinta Magerib, Avenida Este, Alta Florida, Caracas, Venezuela.*

In Venezuela, native tribes with their own cultures and whose languages represent different stock were studied. "Some of both the serological and the morphological characteristics are present in the same degree in all the natives studied, and may thus be regarded as tracer alleles indicating contacts throughout the development of these populations and from the very start. However, the great majority mark variable differentiations between the populations, which in a high percentage of instances are so deep that one cannot but think of the importance which may have attached to the factor of prolonged isolation in the evolution of the genetic combinations, i.e., the importance of genetic drift in the evolutionary development of the populations.

"At the same time, the separate investigations proceeding in different communities of particular tribes seem to indicate that genetic draft acted upon them from their very formation via extended families and small groups, causing discontinuities and irregularities which are a consequence of the random variability of their genetic frequencies and of isolation. Belief in the homogeneity of the populations which are assumed to be panmictic units fades as the investigations progress, which seems to indicate that the groups which make up the tribes did not achieve fusion, but subsist to this day in the form of clans.

"The dynamic note in the process of human group formation through the variability and interchange of their characteristics gains force the deeper we go in our study of local groups. It is evident that in the process homogenization takes place in proportion as population pressure rises and according as the groups progressively grow together through the breakdown of 'isolates' and interbreeding. At the same time a series of variations arise in the populations as a consequence of the selective process and of the slow succession of mutations, which affect the idiosyncratic characteristics of the variants we usually designate as 'racial,' and also produce intragroup redistribution. There is, however, another factor which, although it does not influence man's distinctive characteristics to the same degree, does not on that account cease to play a role of some importance in the progressive homogenization of mankind; it is the intragroup variation of these characteristics which, when the variation is great, overlap intensively between dissimilar populations and give rise to diminution and sometimes even the disappearance of the differences which separate them."

A report appeared in the *International Social Science Journal*, 1965.

West Indies

391. Aspects of the Urban Geography of Kingston, Jamaica, *Colin Graham Clarke, Department of Geography, Social Sciences Building, University of Liverpool, Liverpool, England.*

The study covers the period 1692 to 1961 and is based on contemporary writing and census data. The nature and scope of the Jamaican government's policy of industrialization, rates of unemployment, and social and racial contours of the city during slavery, in 1943, and in 1960 are examined.

Preliminary findings indicate that "although social and land use patterns in Kingston appear similar to those of European and North American towns, they stem from a different economic and social base. Social and cultural segregation are still marked, and urban growth is dissociated from urban industrial development."

***392. East Indians in a Town in Trinidad,** *Colin Graham Clarke, Department of Geography, Social Sciences Building, University of Liverpool, Liverpool, England.*

The study of East Indians in San Fernando is largely based upon a questionnaire survey of 500 East Indians and 200 Negro households in the town, and 100 East Indian households in the neighboring village of Debé. Data collected for Hindu, Moslem, and Christian East Indians was compared with that for Negroes in the town.

It is reported that "despite some cultural change among certain East Indians in the town, the racial division between East

Indians and Negroes is rarely bridged. This is of the utmost political significance."

Yugoslavia

***393. An Inquiry into the Degree of Parallel Cultural Evolution in Diverse Yugoslav Peasant and Small Urban Communities,** *Joel M. Halpern, Russian Research Center, Harvard University, 1737 Cambridge Street, Cambridge, Massachusetts or Department of Anthropology, Brandeis University, Waltham, Massachusetts.*

"The purpose of the ongoing research is to seek new perspectives on the processes of convergent cultural evolution and urbanization. A major aim is to seek to understand the impact of programs of centralized planning on culturally and ecologically diverse communities whose differences have considerable historical depth. Key considerations are occupational and residential mobility with increasing intellectual orientation along a rural-urban dimension. Field work, which was carried out for sixteen months in 1961–62 and four months in 1964, sought to: (1) determine the extent to which the individual concept of nationality within Yugoslavia has been changed by the process of Communist industrialization and the degree to which historically derived objective cultural differences have continued to persist; (2) attempt to define those areas of culture which are more resistant to change; and (3) explore the implications of these conclusions as they may help anticipate future developments. A vital factor here is the extent to which Yugoslav Communism has been able fundamentally to alter its peasant subcultures. Typologies of peasant-workers as they exist under varying geographic, ethnic, and economic situations were established, and these in turn will be related to differences among ethnic groups and correlated with patterns of migration to urban centers.

"Communities in the study include some near-developing industrial centers and others in isolated regions. Most have a population of about 2,000. In order to establish a baseline for measuring change, all available data on local history were collected and archival sources searched. Interviews were obtained with older villagers. Records of town, village, and school were utilized and all available registry statistics collected. Ethnological data was obtained on crisis rites, annual, agricultural and life cycles, and on changes in these patterns. Intensive interviews were conducted with a total of 380 households, representing preselected segments of the population of each community; this was done with a detailed questionnaire which was modified for each village to suit the greatly varying local conditions. District and village officials were also interviewed. Participating Yugoslav students, originally from rural areas in Bosnia, Montenegro, and Macedonia, wrote descriptive analyses of their native communities as well as autobiographical accounts of their own changes in status.

"Through the cooperation of the Federal Statistical Bureau of Yugoslavia, valuable demographic materials were obtained. For each of the twelve villages and two small urban centers studied, complete census data for 1961 and 1953, and in some cases for 1948 and 1931 as well, were obtained. Thus for some 50,000 individuals there is data on relationship to head of household, sex, age, marital status, education, occupation, nationality, place of birth, and date of arrival at present place of residence. This is all supplemental to information collected in interviews and by participant observer methods, the field notes containing parallel data on family and age structure, kinship organization, migration, and intermarriage patterns. In addition to data from ethnically homogeneous Slovene, Croat, Serb, Dalmatian, Bosnian, Macedonian, and Albanian villages, materials are extremely interesting from the village-town of Indjija, where people from all over Yugoslavia were resettled after World War II to replace the original German population which had fled."

This project has been carried out with support from the National Science Foundation and Department of State counterpart funds; ongoing work is being done under an NSF grant.

Multiple Cross-Cultural

394. Negro-White Culture Contacts: Possibilities for a New World, *Emiliano Aguirre, Departmento de Paleontologia Humana, Facultad de Ciencias, Universidad de Madrid, Avenida de Seneca s/n, Madrid, Spain.*

395. The Negro-White Problem Outside of the United States: Its Origin, *Emiliano Aguirre, Departmento de Paleontologia Humana, Facultad de Ciencias, Universidad de Madrid, Avenida de Seneca s/n, Madrid, Spain.*

***396. Problems of the Adjustment of the Colored Populations in the Diaspora,** *Roger Bastide, École Pratique des Hautes Etudes, Centre de Psychiatrie Sociale, 8 Boulevard des Invalides, Paris, France.*

The sociopathology of the processes and mechanisms of adjustment in Africa, Madagascar, and the Antilles are studied. It is hypothesized that "during the period of adjustment the cultural, psychological, and biological achievements meet on an equal footing to contribute to the homeostasis of the individuals and groups facing new proposed structures."

This is multidisciplinary research combining clinical, sociological, psychological, and ethnological methods and concepts. The present problems are essentially methodological, stemming from the multidisciplinary nature of the research, on one hand, and from the samples, on the other.

Preliminary findings point to the role of color and economic resentment in the genesis of psychoneuroses of groups and of individuals.

***397. Asian Communities in East Africa and India,** *Agehananda Bharati, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, Syracuse, New York.*

***398. The Language Question in Belgium and Canada,** *Jacques Brazeau, Department of Sociology, Université de Montreal, Casse Postale 6128, Montreal, Quebec, Canada.*

The relevance of linguistic pluralism to the division of labor, and social arrangements made to take account of this pluralism, are being studied through a one-year period of field work in Belgium and perennial research in this area in Canada. Interviews were conducted with key informants in government, labor education, political parties, etc.; social literature of the countries was analyzed.

The researcher suggests that "various social arrangements are made in different societies to take account of linguistic pluralism. The evolution of these arrangements depends on political action and social planning."

***399. Minorities in the Middle East,** *Burchard Brentjes, Berlin-Lichtenberg, Eberhardstrasse 3, West Germany.*

The hypothesis that national awakening in the Middle East will make the minority problem more serious than before is being tested through archival research and field work. A study on Kurds was published.

***400. Barbados as a Colonizing Power,** *Daniel J. Crowley, Department of Anthropology, University of California, Davis, California.*

The researcher describes this as "a survey, based on ethnohistorical research, of the experiences of Barbadian immigrants to Trinidad, Panama, New York, and Britain, showing that they have been relatively easily accepted because of their 'identity' as 'black Englishmen,' and suggesting the possibility of further West Indian penetration in Asia and Africa as carriers of some badly needed 'Western' skills."

***401. Teaching Indoctrinations in Various Countries,** *Edith Dobbs, Department of Education, Fort Hays Kansas State College, Hays, Kansas.*

Beginning readers are being collected from various countries to note the teaching indoctrinations in the social, political, and religious fields.

402. Belgian-German Relations in Textbooks of Both Countries, *Georg Eckert, Internationales Schulbuchinstitut, 33 Braunschweig, Okerstrasse 8b, West Germany.*

The period of National Socialism was given special attention at this conference of historians.

†403. Foreign Students and Their American Student Friends, *Douglas C. Harris, Maxwell Hall, Indiana University, Bloomington, Indiana.*

†404. Foreign Students' and American Students' Interaction, *Douglas C. Harris, Maxwell Hall, Indiana University, Bloomington, Indiana.*

405. Sociocultural Disequilibrium, *Vittorio Lanternari, via B. Carretti 13, Rome, Italy.*

Sociocultural disequilibrium which follows after a crisis situation within societies in rapid transformation has been studied. Concentration was mainly on underdeveloped, non-Western groups after their encounter with the Western culture. The results are being published in *Cahiers Internationaux de Sociologie* (Paris).

***406. Intercultural Relations in the Baltic Countries,** *Antanas Musteikis, Department of Sociology, D'Youville College, 320 Porter Avenue, Buffalo, New York.*

For this study it was hypothesized that the relationships between Russian and non-Russian nationalities in the Soviet Union may be better defined by cultural rather than Communist ideologies. The researcher reports that the hypothesis has been supported.

***407. Comparative Studies in Maritime Cultures in Southeast Asia and the Far East,** *Asahitaro Nishimura, Department of Cultural Anthropology, Faculty of Letters, Waseda University, 42 Toyama-cho, Shinjuku-ku, Tokyo, Japan.*

"As compared with the farmers' culture, a systematic study had not yet been made of [the] fishermen's culture from an anthropological viewpoint. Fishermen's productive activities are displayed on the sea, but the research made up to now is mostly confined to their life on land. I believe their culture is essentially conditioned or determined by sedimentological, topographical, oceanographical, and ichthyological factors. Moreover, the most fundamental aspect of [the] fishermen's culture, its technological system, has been rapidly and radically changing under the influence of mechanization and through introduction of applied chemistry (for example, nylon). It is therefore urgently necessary to study indigenous and traditional material culture in Southeast Asia and Far East."

As a result of this research, Dr. Nishimura reports that it seems possible to classify fishermen's cultures into two types of maritime culture: "muddy tidal" type and "coral" type.

***408. Interethnic Friction Between Indian Natives and National Society in Brazil and Bolivia,** *Roberto Cardoso de Oliveira, Roberto de Matta, Rogue de Barros Laraia, Centro Latino Americano de Pesquisas em Ciêncial Sociais, rue D. Mariana 73, Rio de Janeiro, Guanabara, Brazil.*

This study, which was begun in 1963, will be published in three parts. The first part of the results was published in 1964 in *O Indio e o Mundo dos Brancos,* by Roberto Cardoso de Oliveira, in which the life of the Tukuna Indians in the Alto Solimoes region related to the rubber culture is exposed. The next book of the series, *Indios e Castanheiros,* by Roberto da Mata and Roque de Barros Laraia, analyzes the interethnic friction between the national population and the Gavioes, Assuriní, and Suruí Indians from the Tocantins region of chestnut culture. Two Indian tribes, the Krahó and Xerentes Indians, in the state of Goiás are still being studied.

***409. Preparation of a Framework for a Cross-Cultural Study of Ethnic Relations,** *R. A. Scharmarhorn, Department of Sociology and Anthropology, Western Reserve University, Cleveland, Ohio.*

Originally this was set up as a four-nation study, but on the basis of preliminary investigation, this proved premature, and the present plan is to prepare a volume that can serve as a springboard for numerous researchers in the field. This volume will attempt to draw together the results of previous research in a number of societies into a comprehensive framework, a unified body of theory that can serve both to generate hypotheses and guide research along interconnected lines. It is hoped that 1966–67, when the researcher will be on sabbatical leave, can be wholly devoted to this task.

410. Foreign Students and Their American Student Friends, *Roberta Shearer and Robert H. Shaffer, Dean of Students Office, 021 Maxwell Hall, Indiana University, Bloomington, Indiana.*

The 756 foreign students enrolled at the Bloomington campus listed the names of 554 American student friends. These American students were interviewed concerning their friendships with foreign students, and completed the Edwards Personal Preference Schedule and the Allport-Vernon-Lindzey Study of Values Inventories. Also, thirteen items of personal data were obtained from records on file at the university. The main objective of this pilot study was to determine the origin and development of cross-cultural friendships, and to determine what factors influence this interaction.

411. New Federations: Experiments in the Commonwealth, *R. L. Watts, Department of Political Studies, Queen's University, Kingston, Ontario, Canada.*

This is a study of federal political systems in India, Pakistan, Malaysia, Nigeria, Rhodesia and Nyasaland, and the West Indies. The comparative study of multi-ethnic federations was published by Clarendon Press, Oxford, 1965.

SPECIFIC—BY INSTITUTION

Housing

412. The Dispersion of 22 Negro Families into White Neighborhoods in Cedar Rapids, *Barbara Durfee, c/o Mary Alice Ericson, Department of Sociology, Coe College, Cedar Rapids, Iowa.*

As an independent study project during her senior year, Miss Durfee undertook to find out what experiences Negroes had when they moved into white neighborhoods. Using a file of Negro families and unattached persons prepared by the NAACP for a survey in 1964, the block data of the 1960 Housing Census, she plotted the location of Negroes outside the "ghetto" area of Cedar Rapids. She then drew a circle, with Tyler School as the center of the "ghetto" and having a radius of two miles; there were

22 families living outside this circle whom she interviewed. In the interview respondents were asked how long they had lived there, where they had lived before, how they had learned about the house or lot, how they had made the purchase, the history of their experiences in the neighborhood, and whether they were happy with their present location.

The Negroes who lived at least two miles from the ghetto area of Cedar Rapids reported that they had not had any trouble in buying or financing their homes nor had they had any trouble with their neighbors. Nearly two dozen Negroes were dispersed in white neighborhoods. There is no way of knowing how many Negroes had had troubles and had not succeeded in locating in the area.

413. The Urban Negro: The Social Demography of Greater Kansas City, *E. Gordon Ericksen, Department of Sociology, University of Tennessee, Knoxville, Tennessee.*

Demographic and ecological analysis of Census figures for 1940–60 yielded several specific findings: (1) The degree of change in the Negro population in a census tract during the 1950–60 decade was not highly correlated with the degree of change that took place in that tract during the 1940–50 decade. (2) The degree of change in the Negro population of a tract is not highly associated with the distance of the tract from the center of the Negro community. Rapidly changing areas may be located some distance from this center or relatively near it. (3) Change in the Negro population over the decade was found to be independent of the size of the Negro population of the tract at the beginning of the decade. However, when change is measured in terms of the proportion of the total Negro population in the tract, there is a tendency for tracts with small percentages of Negroes in 1950 to have increased this proportion to a greater extent than was the case for tracts with a large percentage of Negroes in 1950. This was attributed to a "saturation effect." (4) There was a slight tendency for Negro populations to grow more rapidly in areas with less crowded housing at the beginning of the period of change. (5) Age of housing in 1950 was not associated with the rate of increase in the Negro population. (6) The value of housing in a tract seems to have little effect, either positive or negative, on the growth of its Negro population. (7) The data suggested that there was a negative relationship between change in Negro population in an area and change in real estate values in the area—suggesting that an increase in the Negro population had a significant dampening effect on real estate values. (8) The greater the amount of unemployment in a tract in 1950, the lower was the degree of increase in the Negro population in the tract during the 1950–60 decade. (9) Change in the Negro population is generally not correlated with the occupational composition of tracts at the end of the period of change.

***414. The Residential Segregation of Negroes,** *Linton C. Freeman, Department of Sociology, Syracuse University, Syracuse, New York.*

The immediate purpose of this research is to develop a useful theory of the spatial distribution of Negro residences in American cities. The research involves four stages: (1) A set of variables that presumably have general impact on patterns of Negro segregation has been specified. (2) Hypothetical relations among these variables and between them and patterns of Negro housing will be proposed. These variables and their relations constitute the initial theory. (3) A model of the segregation theory has been programmed for analysis by computer. The model is being studied as a substitute for an actual community. (4) The results of these experiments will be compared with the patterns of segregation observed for selected American cities. Modifications of the variables and their relations will be undertaken in the light of available empirical data.

The final product of the research will be an expansion and elaboration of the theory described in Step 2 above. "This will serve as a basis for understanding empirical descriptions of the residential segregation of Negroes in American cities. Furthermore, it will have practical application by providing a scheme to evaluate the consequences for segregation of various urban development policies."

†415. A Study of Real Estate Values in Selected Neighborhoods in Topeka, Kansas, *Margaret Mullikin, Washburn University of Topeka, Topeka, Kansas.*

Students in the courses on Urban Society and Racial and Ethnic Minorities undertook a study in real estate values in neighborhoods undergoing change in racial composition. The project involved a sample of eight neighborhoods (four control, and four experimental), with the purpose of examining the sale price of all property within them that had changed hands in a five-year period (1959–64). The aim was to apply portions of the Luigi Laurenti study, *Property Values and Race,* to these selected neighborhoods in Topeka. The study was never completed, because the sources of sales data proved to be inadequate, and it was learned, too late, that one of the control neighborhoods did not meet the criteria. At the present time, resumption of the study is contemplated, using sales data from the records of the Register of Deeds. It is realized that this data is inaccurate, but the assumption is made that the inaccuracies will be as likely to occur in the control neighborhoods as in the experimental ones.

416. The Tipping Point—A Questionable Quality of Neighborhoods, *L. K. Northwood and Louise H. Klein, School of Social Work, University of Washington, Seattle, Washington.*

"One of the terms often encountered in discussions of neighborhoods undergoing change in racial composition is the expression 'tipping point.' The tipping point is supposed to occur when the influx of Negro families exceeds some level that white families will tolerate and the neighborhood moves toward eventual total segregation. The 'tipping' mechanism— if such it can be called— received its first prominence in social science literature in Morton Grodzins' brief analysis, *The Metropolitan Area as a Racial Problem* (University of Pittsburgh, 1958). Grodzins noted, however, that real estate operators commonly talk of having 'tipped a building' or 'tipped a neighborhood' in their search for higher revenues that come with Negro overcrowding.

"Although there is much discussion, there has been little research on this subject. The purpose of the study here reported was to explore the knowledge and beliefs of social agency personnel, who customarily are expected to have most expert knowledge of minority housing and neighborhood desegregation. The study was part of a larger survey in which two samples were specified: a 'quota of experts' in fifteen large cities scattered throughout the nation, except the South; and one or two interviews in each of thirty-seven other cities, including several in the South. In general, three sectors of social welfare organization are represented in the samples: housing, traditional social work, and intergroup relations. The quota of experts included executives of the following eight classes of agencies: housing, planning, urban renewal, intergroup relations, Urban League, welfare planning, family service, and public assistance. A total of 138 officials or practitioners responded, partly by a mailed questionnaire, partly by personal interview. Of these, 99 included responses to questions on 'tipping point.' "

In a report published in the Autumn issue of the *Journal of Intergroup Relations,* data is presented concerning: (1) consensus on the occurrence of "tipping"; (2) absence of consensus on the inevitability of tipping; (3) differing views about the reasons for tipping; (4) reasons for denying "belief in" the tipping point theory; and (5) the greater resistance of human relations personnel than others to belief in the tipping point theory.

Following the questions on tipping theory, each respondent was asked to provide evidence of neighborhoods in his city and its suburbs which either "would tend to support the 'tipping point' theory," or which had maintained "a fairly stable interracial composition for at least the last 20 years or more." From this data, there is discussion in the paper of: (1) disagreement about the proportion of Negroes a neighborhood can absorb before tipping; (2) consensus on location of the tipping point not significantly greater within agency sectors; (3) the tipping point may be higher for small cities; (4) agreement that tipping requires several, but not many, years; (5) influence of social class of whites on tipping versus stable neighborhoods; (6) effect of distance from central business district; (7) predominant religious affiliation of whites in tipping and stable neighborhoods. The researchers note in the concluding section that one of the enduring problems in the empirical determination of the tipping point of neighborhoods is the difficulty in separating out the influence of race from all other influences that affect people's residential moving patterns. The study, however, points to a complex of reasons that contribute to a white exodus from a neighborhood, many of which are not related to race per se.

417. Urban Desegregation: Negro Pioneers and Their White Neighbors, *L. K. Northwood, School of Social Work, and Ernest A. T. Barth, Department of Sociology, University of Washington, Seattle, Washington.*

Fifteen urban neighborhoods in which Negro families "pioneered" were studied to determine how the residents and the Negro family react in this situation. In each neighborhood, the researchers interviewed the "pioneer" family, the three white families next door and across the street, one white family a block away, and one white family three blocks away. One year later, they returned for further interviews.

Though an evaluation of the case studies, the authors developed a four-stage theory of housing desegregation achieved by pioneering. The stages they identified were pre-entry, entry, accommodation, and integration. Of these, the first three generally follow automatically; integration does not always occur, even after a long period of accommodation. In all cases, however, the essential character of the neighborhoods studied remained the same; property values did not drop, racial flooding was not inevitable, and the white neighbors did not leave.

The study was published by the University of Washington Press.

418. Housing Marketing Practices, *Olive Westbrooke Quinn, Department of Sociology and Center for Sociological Study, Goucher College, Towson, Maryland.*

As chairman of a Housing Study Committee appointed by the Human Relations Commission of Baltimore County, Dr. Quinn guided an investigation into housing marketing practices in Baltimore County, especially with respect to discrimination against

Negroes in housing. The report is available from the office of the Human Relations Commission.

This study is really an inquiry, and the data consists of testimony given at a series of meetings held between January 18 and May 12, 1965, to determine the nature and extent of discrimination in housing and to make recommendations to the commission. Persons called to give information were interviewed jointly by members of the commission, and an analysis and interpretation of the testimony was made. There were three major findings: Gross discrimination does exist; there is nothing to indicate that this situation will change through voluntary action; and the socially and economically hazardous cycle of fear, panic, and flight is likely to continue unless the situation can be alleviated by legislative action.

***419. Friendship in Lexington Homes,** *Robert B. Smith (graduate student), Department of Sociology, Columbia University, New York, New York.*

The researcher reports that several years ago, in a methods-of-research class, he studied friendship formation in several housing projects in New York City. The projects were chosen so that there would be a minority group (Negro or white) and a majority group (white or Negro). The results from this field study form the axioms of a game simulating friendship formation in integrated housing projects.

The researcher hypothesized that friendship forms as a function of distance, value homophily, and status homophily. An experimental game is played by 15–20 players. Each player tries to maximize his own neighborliness satisfaction. The researcher reports that as a consequence of these individual actions, the macro sociometric structure of the project is built up. The relationship between value configurations, physical distance, and sociometric structure is being systematically explored.

420. Apartment Rental Opportunities for Minority Groups in the San Mateo and the Burlingame Areas, *Irving Witt, Department of Sociology, College of San Mateo, 668 Varessa Drive, San Mateo, California.*

The following study was conducted to serve as a guideline of the degree of prejudice in the San Mateo and the Burlingame areas, as a basis for specific listings of apartments available to minority groups, and as a basis for action to integrate the apartment houses in the future.

A questionnaire was designed to find the current percentage of rentals to Oriental, Mexican, and Negro families and also to find the managers who would be willing to rent to these minority groups, where neither the owners nor the majority of their tenants would object.

The researcher reports the following findings: (1) no current rentals to Negroes but 20 per cent willing to rent to them; (2) 20 per cent current rentals to Mexicans and 45 per cent willing to rent to them; (3) 25 per cent current rentals to Orientals and 50 per cent willing to rent to them.

BRIEF NOTES

***421. Public Housing and Social Mobility: Patterns of Growing Up in a City,** *Seymour Bellin, Louis Kriesberg, and Helen Icken Safa, Youth Development Center, Syracuse University, Syracuse, New York.*

***422. The Politics of Fair Housing Legislation,** *Thomas W. Casstevens, Institute of Governmental Studies, University of California, Berkeley, California, and Lynn W. Eley, Washington University, St. Louis, Missouri.*

This is a book of case studies to be published by the Chandler Publishing Company, San Francisco. Studies of California, Berkeley, Michigan, Ann Arbor, Oberlin, Chicago, New York State, and New York City are included, as well as introductory and concluding chapters by the editors.

***423. Politics, Housing and Race Relations: California's Rumford Act and Proposition 14,** *Thomas W. Casstevens, Institute of Governmental Studies, University of California, Berkeley, California.*

This is a 1966 publication of the Institute of Governmental Studies. The case study revealed: (1) There was an extremely close connection between state and local developments, with respect to the politics of fair housing legislation. (2) Although partisanship was muted, Democrats usually favored and Republicans usually opposed fair housing legislation. (3) Both local and state legislators were inclined to favor fair housing legislation more than the public at large; this seemed related to the tendency of professionals of both parties to favor such legislation more than the petite bourgeoisie of both parties.

†424. **An Examination of Housing in Salisbury, North Carolina,** *Robert L. Clayton, Department of Sociology, Livingstone College, Salisbury, North Carolina.*

This study is being developed to discover the differing aspects of housing for Negroes and whites in Salisbury. It was hypothesized that there is a noticeable difference in the construction and location of houses for whites and Negroes, and that this difference follows traditional Southern patterns. Questionnaires will be the main method of research along with pictures and personal interviews. Tentative findings are that there is no Negro "exclusive area" (houses of middle-class and upper-class Negroes) while these areas exist for whites. Negroes are having to build rather expensive homes next to deteriorating ones.

*425. **Readiness of White Neighborhoods for Racial Integration,** *Nancy Greene, School of Social Work, Ohio State University, 1947 North College Road, Columbus, Ohio.*

426. **The Demographic Transition in Watts,** *Kreg Kirkham, Economic and Youth Opportunities Board, 220 North Broadway, Los Angeles, California.*

427. **To Observe the Interaction of White and Negro Residents in a Selected Neighborhood in Order to Estimate the Levels and Sources or the Satisfactions and Dissatisfactions of the White Population in a Racially Mixed Community,** *Marjorie Levin, Department of Sociology and Anthropology, Graduate School of Arts and Science, New York University, Washington Square, New York, New York.*

428. **Freedom-of-Residence Survey,** *Patricia C. McGrady, Dean of Women, Quincy College, Quincy, Illinois.*

Approximately 250 Negro families in the Quincy area were interviewed by sociology students. Data were collected on the family members' education, skills, occupation, occupational preferences, housing, and experienced discrimination (in employment or housing).

***429. Evaluation of Cranbury Housing Association,** *David Popence, Urban Studies Center, Rutgers University, New Brunswick, New Jersey.*

The activities of the Cranbury Housing Association in mobilizing the community to provide low-income housing are evaluated.

430. A Study of De Facto Segregation in Cincinnati, *Philip Rothman, Department of Education, Antioch College, Yellow Springs, Ohio.*

Schools with a Negro population of 80 per cent or more were compared with schools with a white population of at least 80 per cent, with respect to staffing, facilities, I.Q., and reading and arithmetic achievement. White schools were found to be superior in all areas of staffing and facilities. White students' I.Q. scores and achievement were improving, but Negroes' I.Q. scores and achievement were not.

A generalized report of the findings was published in *Ohio Schools,* November, 1965.

***431. Fair Housing, Incorporated: An Evaluation,** *Charles Tilly, Joint Center for Urban Studies of Massachusetts Institute of Technology and Harvard University, 66 Church Street, Cambridge, Massachusetts.*

This study is an evaluation of the work of Fair Housing, Incorporated, a clearing house for integrated housing in the Boston metropolitan area, via interviews with a stratified sample of 63 clients of the clearing house, analysis of agency records, and comparison with a larger sample of displaced families. The study is being done in collaboration with Joe R. Feagin.

432. Race and Residence in Wilmington, *Charles Tilly, Joint Center for Urban Studies of Massachusetts Institute of Technology and Harvard University, 66 Church Street, Cambridge, Massachusetts.*

This is a study of changes in the patterns of residential segregation in Wilmington, Delaware, from 1940 to 1964. The book of the above title was written by Charles Tilly, Wagner D. Jackson, and Barry Kay and published by Teachers College Press in 1965.

***433. Housing Discrimination in Utah,** *J. D. Williams, Department of Political Science, University of Utah, Salt Lake City, Utah.*

It was hypothesized that the demonstrable concentration of nonwhites in the central core of Salt Lake City indicates racial discrimination in housing. Questionnaires, interviews, public hearings, and map studies were used in the research. It was found that housing discrimination does exist. The study, however, is not yet completed and is being held up by one critical point: eliminating the economic variable so as to be sure that the racially segregated housing is not really a result of economic discrimination. It must be determined how many nonwhite families in the central core have incomes adequate to afford housing in better neighborhoods.

***434. Evaluation of the Community-zoning Program,** *J. Wayne Wrightstone, Board of Education of the City of New York, Bureau of Educational Research, 110 Livingston Street, Brooklyn, New York.*

Attention has been focused on intergroup relations among Negro, Puerto Rican, and "other" children of elementary school age. The problem investigated is: "What effect will the community-zoning program have on the children exposed to it, in terms of academic achievement and personal-social growth?" All children (5,000) in four pairs of elementary schools are being tested and rated at the beginning of the school year and at the end. Growth is noted by school, grade, and ethnic group.

Employment

435. Occupational Mobility in a Tri-Racial Isolate Group, *Edward E. Cahill, Department of Sociology, Villanova University, Villanova, Pennsylvania.*

This was a study of occupational mobility in a tri-racial group (predominately Indian-Negro). The patterns of job movement and residential change were examined rather intensively for a selected representative sample of 200 men, aged 25–49. A direct-interview schedule was used, which covered such concomitant variables as age, marital status, number of children, military service, reasons for job movement, income patterns, residential movement, level and kind of education, specialized training, incidence of discrimination, present job satisfaction, and educational and occupational aspirations for respondent's children. A major control also was the degree of inbreeding of respondent's parents.

The major findings were that: (1) The degree of parental inbreeding of a respondent, holding other factors constant, was positively correlated with his geographic-occupational mobility; and (2) genetic linkage tends to produce a sociocultural atmosphere that limits movement from a depressed area.

***436. Survey of Aboriginal Employment and Labor Conditions on Thirty Selected Cattle Stations in the Northern Territory of Australia,** *C. M. Tatz, F. H. Gruch, F. S. Stevens, Centre for Research into Aboriginal Affairs, Monash University, Clayton, Victoria, Australia.*

Questionnaires were administered to 30 owner-managers of stations for periods varying from half a day to three days. The sample covered 487 male and 166 female Aboriginal employees and their dependents living on the stations—1,778 persons all told.

The following were the hypotheses for this study: "(1) that Aboriginal employment conditions on cattle stations are inferior to those of white workers; (2) that station employers have not conformed to or abided by the [regulations of the] responsible government department; (4) that employers will not turn off [i.e., discharge] the majority of their Aboriginal workers when Aborigines are brought into the Wage Award system; (5) that employers in fact believe their Aboriginal labor force to be more productive and worthy of a higher wage than they will publicly admit." The researchers report that the hypotheses were substantiated.

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***437. A Study of Patterns and Practices in Employment in Selected Industries,** *Frances R. Cousens, Equal Employment Opportunity Commission Project, Institute of Labor and Industrial Relations, Wayne State University, Detroit, Michigan.*

This study, financed by a grant from the U.S. Equal Employment Opportunity Commission, is attempting to assess the utilization of Negroes and other nonwhites in ten industries and the testing procedures used as a screening device for employment. An attempt will be made to discover what the employment policy and patterns are in the sample companies, whether these have been modified and, if so, what factors motivated the changes. Wayne State University has subcontracted with eleven state and municipal civil rights and fair employment practices commissions whereby each agency obtained the services of a full-time investigator to conduct interviews, analyze the data from these interviews, and report (with the assistance of the agency director) how the agency plans to use the data in getting affirmative action from employers in their jurisdiction. This is a pilot study; therefore, each of ten agencies is exploring a different industry on the assumption that such insights will be useful in working with the same industry in other areas. The eleventh agency (California) is studying testing. A final report will be submitted to the E.E.O.C. at the end of August, 1966.

***438. Elimination of Operating Prejudice,** *Charles A. Dailey, Personnel and Industrial Relations Program, School of Business Administration, American University, Washington, D.C.*

This is a survey of educational and training procedures which might be used to increase the objectivity of managers in the allocation of job opportunities. It was hypothesized that prejudice and valid knowledge of a person cannot co-exist; objectivity can be increased by training. The methodology of this study is a programed case study, a combination of role playing, case study, and programed instruction technologies of training. The researcher reports that findings support the hypothesis that training will increase objectivity; however, the hypothesis about the relation of prejudice and valid knowledge has not been tested. This part of the project is to run July 1, 1966–January 31, 1967.

†439. Spokane Community Study—Number 10, *Donald E. Hueber, Department of Sociology, Gonzaga University, Spokane, Washington.*

The problems of this study are the following: What is the factual knowledge and the beliefs of those persons who hire employees for the city, county, and state regarding minorities? What are the percentages of the minorities in the city, and what jobs are they qualified for? What have been the practices of these agencies and departments in the past and what are their practices now regarding the hiring of minorities? Who is looked upon as being part of the "minorities" of Spokane?

There are 56 departments and agencies that actually select personnel for jobs; 55 of these agencies and departments were contacted, and interviews were conducted with the head of the department or agency. An interview schedule was used but many free responses were obtained.

It was hypothesized that misinformation regarding minorities is frequently the basis of action on the part of those persons who hire employees. The findings of this study were the following: (1) The public lacks good factual information regarding the number of minority people in their own city. (2) They also lack knowledge as to the work potentials of minorities, and hence have well-developed stereotyped views as to the type of work minorities should do. (3) The belief in "Negro jobs" and "Jewish jobs" is widely held. (4) The Negro must be overly qualified to get a good job. (5) Better and more channels of communications should be established and maintained regarding work potential of minorities. (6) More studies in this area are needed.

440. Opportunities for Negroes in Engineering—A Second Report, *Robert Kiehl, Department of Industrial Relations, Newark College of Engineering, Newark, New Jersey.*

The investigation reported in this article is a follow-up on part of a 1955-56 study in which the findings were based on information collected from four sources: industrial and commercial enterprises, Negro engineers, civic and governmental organizations, and educational and professional institutions. The present study is a survey of the number of Negro students in engineering colleges; the purpose was to determine if there has been an increase in the number of Negroes preparing for the engineering profession.

"The 1955–56 study showed that the door was open to full membership in the engineering professions for Negroes because of the opportunities in education, employment, and in the engineering and professional societies. The data suggested that when Negro youth have the interest and aptitude for engineering there is no reason not to encourage their seeking engineering careers. They also showed that the proportion of Negro to other engineering students dropped successively from the freshman to the senior year. . . . The investigation now being reported utilized questionnaires that were sent to the deans of each of the 164 engineering colleges in the United States that are accredited by the Engineers Council for Professional Development. Enrollment figures for each college as reported in the *Journal of Engineering Education 1962 Yearbook and Membership Directory* were supplied to each dean. The deans were then asked to indicate how many of the listed students were Negroes. The deans were also asked to list the branches of engineering being studied by their Negro students, for some placement information, and requested to indicate the number of Negro women engineering students. Responses came from 93 per cent of the deans. These represented colleges in each of the fifty states. Many could not supply the detailed information that was requested because college policy or state fair employment practice legislation prohibited keeping records that indicate the race of students. However, there were 66 colleges whose deans did supply detailed information both for the 1955–56 and the 1961–62 study.

"An examination of the tabulation shows that there has been a marked increase in the number of Negro engineering students in the years spanned by the surveys. This amounts to a 48 per cent increase over-all in Negro students in the 66 colleges reported. It also shows that there is a proportionately greater number of Negroes enrolling in engineering and a proportionately greater number staying for the full four-year curriculum. The reasons for these enrollment trends and subsequent attrition rates were not within the scope of this study."

441. White-Collar Employment Opportunities of the Negro, *Jack F. Kinton, Department of Sociology, Carthage College, Kenosha, Wisconsin.*

This study, done by extensive library research, is concerned with Negro gains in various types of employment from 1950 to 1963. It was hypothesized that the Negro will have an increasingly difficult time gaining white-collar positions in the 1950, 1960, and 1970 decades because he lacks college education, motivation to train beyond semiskilled work, and most basic, is still largely excluded from white-collar employment in the private sector of the economy. The major thesis was that Negro white-collar employment made insignificant gains in the 1950–60 decade. This same thesis was clearly substantiated in an article published in *Social Justice* (Published in St. Louis, monthly of the Jesuit Institute of Social Order) in the January–February, 1966, issue by Thomas Bennett.

442. The Mutual Savings Banks of New York, A Survey of the Exclusion of Jews at Top Management and Policy-making Levels, *Irving Levine, New York Office, American Jewish Committee, 165 East 56th Street, New York City, New York.*

This study, conducted by the New York Chapter of the American Jewish Committee, is a survey of the absence of Jews from top positions (officer or trustee) in mutual savings banks. A name count was taken from the banks' annual reports and confirmed by a panel of industry experts who had broad familiarity with personalities and practices in the industry. Reported findings were: (1) Of New York's 50 mutual savings banks 82 per cent have no key Jewish officer; (2) 60 per cent have no Jewish trustee; (3) less than 2.5 per cent of 400 officers are Jews; (4) less than 3.5 per cent of 750 trustees are Jews.

***443. Employment Conditions for Negroes in Bloomington-Normal, Illinois,** *D. Paul Miller, Department of Sociology, Illinois Wesleyan University, Bloomington, Illinois.*

This correspondent is directing a project in which an attempt is made to interview personally every Negro in Bloomington-Normal who has an income. At the time the study was reported

257 interviews had been made; it was estimated that there were approximately 50 yet outstanding.

On the basis of the 257 completed interviews, some preliminary findings are offered: "(1) The median reported annual income was $4,666. This is $323 above the national total population median of $4,343, and $1,800 greater than the nonwhite median in the United States. The critical point in order to determine the fact and/or degree of discrimination in this area is to compare the nonwhite income with white income. This is a problem for further investigation. We do not have information on income for whites. (2) The median education level was 10.6, which is slightly above that of the national total population level of 10.5 for the population 25 years old and older in 1960, as reported by the U.S. Bureau of Census. Again a comparison with the Bloomington-Normal white population is not possible until further study is made. (3) In regard to types of jobs, four people (1½ per cent) reported their jobs as professionals, 7 per cent were in the category of skilled laborers. The remaining, over 90 per cent, were in the categories semiskilled, unskilled, domestics, and unemployed."

444. Negro Graduates of Indiana State College: A Twenty-Four-Year Survey, *David T. Russell, Indiana State College, Indiana, Pennsylvania.*

Since the inception of Indiana State College in 1875, over twenty thousand students have been graduated. Only a few of these graduates have been Negroes. The purpose of this study was to determine, through a follow-up survey, what happened to these Negro graduates.

Through senior-year photographs in the yearbooks, 27 known Negro graduates, 1941–64, were identified. After establishing alumni addresses for these people, questionnaires were sent to them, covering employment history, postgraduate study, marital status, economic situation, motivation for nonteaching careers, adequacy of Indiana State College, and teaching opportunities for Negroes in Pennsylvania.

Of 22 alumni who returned completed questionnaires, 15 were teaching school, 2 were homemakers, and 5 were in nonteaching occupations. Most of the respondents were living in the larger urban areas, and 10 alumni had relocated outside of Pennsylvania. All respondents indicated that they were adequately trained for a teaching career at Indiana State College; however, six reported they would not attend Indiana if they had it to do over again. The lack of an adequate social life for Negroes at Indiana was cited, and both the college and the community of Indiana were held accountable. Of 17 alumni who had applied for teaching positions in Pennsylvania, only 6 were able definitely to report that they had never been turned down for a teaching position because of race.

Specific implications drawn from this study were the need for an improved on-campus social life for Negroes at Indiana, the need for an open-door policy in student housing, and the need for increased college pressure on the community of Indiana to eradicate racial discrimination in it.

†445. Occupational Adjustment of Recent Low-Income Southern In-Migrants to Cleveland, *U.S. Department of Labor, Office of Manpower, Automation, and Training, Washington, D.C.*

The recent flow of low-income Southern in-migrants to Northern cities has drawn much attention and aroused considerable concern in the cities in which they settle. This study will assess the characteristics of the most recent wave of low-income migrants, their actual employment adjustment and training needs, and the extent to which existing programs and/or programs especially designed for this group are instrumental in facilitating the integration of newcomers into a large metropolitan area (Cleveland).

It was hypothesized that if migrants can be motivated and helped to take advantage of the current and unprecedented opportunities for training and upgrading available under various governmental and privately sponsored programs, it may be possible to correct vocational adjustment problems before in-migrants join the ranks of discontented problem residents.

Data will be gathered through structured interviews and simple rating sheets for the following groups: 400 recent white in-migrants; 200 of their long-term resident white neighbors; 400

recent Negro in-migrants; and 200 of their long-term resident Negro neighbors.

The project, being conducted by the Bureau of Social Science Research, Inc., Washington, D.C., will take approximately two years to complete.

***446. A Study of Perceived Job Opportunities and Job Discrimination Held by Low Socio-Economic-Status Adults,** *U.S. Department of Labor, Office of Manpower, Automation, and Training, Washington, D.C.*

The problem of this research is to determine the perception of job opportunities of low socio-economic-class Negroes and whites, including their willingness to undertake further training. In addition, the possibilities of obtaining objective research data—using Negro interviewers to interview white persons, and vice versa—will be evaluated according to type of community. The following are the hypotheses of this study: (1) Low socio-economic-status adults who consider themselves discriminated against in seeking employment will behave according to these perceptions in their response (or lack of response) to actual job opportunities. (2) The use of cross-racial interviewing limits the objectivity of the data being gathered.

Information on a random sample of 1,500 low socio-economic Negro and white adults from selected urban areas in Missouri was gathered through personal interview by neighborhood youth workers. The subjects' perception of job opportunities, reactions toward any perceived discrimination, past and present work histories, and sources of information about job opportunities will be described. One of the principal independent variables utilized will be race and second will be socio-economic class within the variation permitted in the sample. Other relevant data will be included, such as sex, education, size of family, etc. Data concerning the reliability of using white interviewers in Negro areas or the opposite of this will be analyzed.

A final report on this research, which is being conducted by Rex R. Campbell, University of Missouri, is scheduled for submission on June 1, 1966.

447. Ethnic Background and Management Recruitment, *Lewis B. Ward, Department of Business Research, Harvard University, Soldiers Field, Boston, Massachusetts.*

Trainees and company managers described companies on an elaborate questionnaire designed for this purpose of studying the hiring or recruiting of management trainees. Questionnaires were given to seniors in a cross-section sample of colleges and universities. The total sample of students was about 700; the sample of experienced managers from companies students chose to work for was about 350. It was hypothesized that where the match between trainees' descriptions of companies and the descriptions of managers in those companies is close, there will be less turnover than where this match is poor. The researcher reports that the returned questionnaires do not provide an adequate sample of graduating students going into business jobs.

The researcher reports the following findings: (1) Ethnic backgrounds of trainees influence the type of company they go with. (2) Companies hiring Protestants only (within the sample studied) tend to be less open, less willing to take risks, pay less attention to ability, and place higher value on passive traits than companies hiring trainees of many different backgrounds. The study is now in the process of being written.

BRIEF NOTES

***448. Patterns of Recruitment for High Federal Appointive Office,** *Philip H. Burch, Jr., Bureau of Government Research, Rutgers University, New Brunswick, New Jersey.*

The geographic background and social and economic affiliations of appointees to high offices in the federal government, 1940 to date, have been investigated through the Rutgers Research Council and the Bureau of Government Research.

***449. Patterns of Recruitment of New Jersey Political Leaders,** *Philip H. Burch, Jr., Bureau of Government Research, Rutgers University, New Brunswick, New Jersey.*

This inquiry into the economic and social affiliations of party leaders on the county and state levels in New Jersey parallels the researcher's study (No. 453, above) of appointees to high offices in the federal government.

450. Negro Employment in Schenectady, New York, *Sherwood D. Fox, Department of Sociology, Union College, Schenectady, New York.*

This researcher has tried to ascertain patterns of work history and education among members of the Negro community of Schenectady. Data are based on a sample of some 475 households. Tentative findings confirm the general pattern of Negro unemployment, which is about twice the general average.

***451. Differences in Occupational Composition Between Negroes and Whites,** *Glenn V. Fuguitt and Stanley Lieberson, Department of Sociology, 409 Social Science Building, University of Wisconsin, Madison, Wisconsin.*

Making a number of assumptions, the researchers determine how long it would take for the two races to have the same occupational composition if there were no longer any discrimination against Negroes in the United States. The project will be completed by the end of the summer of 1966.

452. Career Opportunities of Negroes and Other Ethnic Minorities in the YMCA Secretaryship, *James M. Hardy, Research and Planning Department, National Council of the Young Men's Christian Associations, 291 Broadway, New York, New York.*

To determine whether Negroes and other ethnic minorities in the YMCA have made the same career progress and enjoyed the same career opportunities as a matched group of white secretaries, data were gathered from personnel records and questionnaire responses. The sample consisted of 85 Negroes and 15 from other ethnic minorities, matched man-for-man with 99 white secretaries on the basis of the following criteria: geographic location, tenure of employment, competency ratings, and college academic record.

453. A Study of Career Problems of French and English in Montreal, Quebec, *Everett C. Hughes Department of Sociology, Brandeis University, Waltham, Massachusetts.*

The method of this study was the use of long interviews with about 200 adults in white-collar jobs, up to the age of about 35. Attention was given to the following areas: turning points in their careers, schooling, employment and promotions, change of occupation, problems of choice of language at work.

454. The Incidence and Distribution of Poverty in New Jersey, *Richard Olsen and Harry Stark, Bureau of Economic Research, Rutgers University, New Brunswick, New Jersey.*

This is a brief extract from the 1960 Census, using income distribution data to illustrate characteristics of low-income families and individuals for the state and major standard metropolitan statistical areas. The project design has been altered slightly to include family-size characteristics.

455. Immigrants in British Industry, *Sheila Patterson, Institute of Race Relations, 36 Jermyn Street, London, S.W.I., England.*

456. Employability in a Welfare Population, *Georgina Smith and Bernard Indik, Institute of Management and Labor Relations, Rutgers University, New Brunswick, New Jersey.*

Case files of welfare recipients in Newark were studied to determine the distribution of characteristics affecting potential employability. A subsample was selected for interviewing.

***457. Immigrants in Employment,** *W. E. K. Taylor, Commonwealth Citizens' Consultative Committee, 31a Mansfield Road, Nottingham, England.*

The reports compared the industrial experiences of immigrants from the West Indies with that of the indigenous population of Nottingham. A 5 per cent sample of employees in firms which cooperated in the survey was drawn and their experiences compared with United Kingdom–born persons in similar positions.

458. Employment Opportunities in Ypsilanti, *Israel Woronoff, Department of Education, Eastern Michigan University, Ypsilanti, Michigan.*

A survey was made of employment opportunities for Negroes, teen-agers, and handicapped workers in the city of Ypsilanti. All businesses employing five or more workers were to be interviewed. It was hypothesized that Negroes would experience greater difficulty than teen-agers or handicapped job seekers in securing positions and advancement in local business firms. The findings supported the hypothesis.

***459. The Employment of Colored Workers in British Industry,** *P. L. Wright, Department of Social Anthropology, University of Edinburgh, Edinburgh, Scotland.*

This research was designed to ascertain what factors facilitate the employment of colored immigrants. Case studies of 31 firms had been completed and questionnaire data had been received from a further 113 firms at the time the study was reported.

Education

460. Human Relations Programs in Ohio Elementary Schools, *Dolores Revely Alston, School of Graduate Studies, Central State College, Wilberforce, Ohio.*

The purpose of this M.Ed. thesis was to identify data on programs designed to improve human relations. These programs, which currently are in operation in the elementary schools of Ohio, give particular emphasis to grades four, five, and six. Data were obtained by sending a letter to school systems in each of the 88 counties in Ohio, requesting their comments on human relations programs in use in their system and programs for better understanding for community relations. Any statements they cared to make regarding human relations in the elementary school curriculum of their school were also solicited.

It was found that in Ohio some school systems have an organized human relations program with published materials on the subject, others give consideration to the concept of human relations in their social studies curriculum, and many school systems are aware of the problem of human relations but have no ongoing activity regarding human relations. There are some, but not many, school systems that seem to be unaware of a need for the consideration of human relations.

From the findings of this study it is concluded that many Ohio school systems, particularly those in multicultural communities, would benefit greatly by giving more specific attention to human relations in the elementary grades. It was suggested that schools unable to afford a specialist to develop human relations programs and activities attempt better human relations by giving sincere effort to creating and maintaining a democratic atmosphere in each of the schools. The use of texts, audiovisual aids and other materials that present minority groups in a favorable but realistic way was recommended as basic to the promotion of better human relations.

461. Discrimination and Inequality in Education, *C. Arnold Anderson and Philip J. Foster, Comparative Education Center, University of Chicago, Chicago, Illinois.*

"Inequalities in educational or other opportunities need not reflect prejudice, nor need deliberate differentiation in the treatment of subordinate by superordinate groups. Diversity in educational systems lies less in the presence of differential treatment of subpopulations than in the extent, purposes, and classificatory basis of such treatment. Difficulties in empirical identification of discrimination amidst many variations in opportunity and in utilization of opportunity are explored. Attention is given to avoiding fallacies in interpreting statistical inequalities. The bearing of the norms of efficiency and equity upon identification of discrimination is dealt with, along with both ecological and status variations in differentials and in discrimination. The article concludes with a typology of differential treatment of subpopulations in respect to education." The paper appeared in *Sociology of Education,* 1964.

***462. A Study of Integration in Racially Imbalanced Urban Public Schools,** *Jerome Beker, Youth Development Center, Syracuse University School Board, Syracuse, New York, and Franklin*

S. Barry, Superintendent of Schools, Syracuse City School Board, Syracuse, New York.

The Office of Education and the National Institute of Mental Health are jointly funding this project, which has several objectives: (1) to identify and classify the problems that may arise in connection with the integration process; (2) to identify systematically the effects of integration on the attitudes and behavior of the people (particularly pupils and teachers) involved, especially their attitudes and behavior vis-à-vis each other and integration per se; (3) to demonstrate effective ways of handling such problems by applying methods for facilitating change that were refined during the Madison Area Project; and (4) to disseminate, for possible application in other settings, the findings concerning the problems that arise in such situations and the effectiveness of particular techniques in preventing or resolving problems and maximizing the potential of the school for stimulating learning and personal and social development. The project is conducted cooperatively by the Syracuse City School District and the Syracuse University Youth Development Center.

The four focal or "experimental" settings include two elementary schools and two junior high schools. The action program includes: (1) supportive services to youngsters in connection with problems related to the integration program; (2) consultation services to administrators, guidance counselors, and teachers; (3) both information and counseling services for white and Negro parents, including Parent-Teacher Association presentations and the other contacts; and (4) administrative services in connection with the integration program.

The research program has been concentrated upon the various aspects of the integration process. Toward this end, three major and several less extensive subprojects are in process. One major substudy focuses on community decision-making processes and change. The other two rely upon participant observation, formal testing, and analysis of student records. An over-all goal of the project is to determine the differences, if any, in patterns of assimilation and adaptation of students who are new to a school either because of planned transfers resulting from Board of Education policy, or for other reasons, such as academic promotion or change of residence.

A progress report presented in February, 1965, outlines the work to date and proposed extensions.

***463. Racial Integration in the Public Schools**, *Jerome Beker and Charles Willie, Syracuse University Youth Development Center, 926 South Crouse Avenue, Syracuse, New York.*

Six hundred children who are new to four public schools in Syracuse are studied. One-third of these children are new because of a Board of Education policy decision to transfer them to achieve better racial balance in the schools, while two-thirds are new because their parents recently moved into the school district. The goal of the study is to determine if children new to a school because they are bused in have any social adjustment problems that differ from those experienced by children new to a school who are residing in the neighborhood of that school. A unique contribution of this study is that it includes *all* children who are new to a school.

It is hypothesized that children new to a school because they are bused in will exhibit greater social adjustment problems than children new to a school whose parents are residents of the neighborhood surrounding the school. Participant observation is the major method of investigation; four observers are on duty ten hours per week in each of the four schools which are receiving new students because of board policy. Responses from new students are also obtained on a schedule administered in class and from a picture test. Preliminary findings are that students new to a school who are bused in experience about the same amount of social adjustment problems as new students whose parents live in the neighborhood.

***464. Desegregated Schools,** *Roscoe A. Boyer, Department of Education, University of Mississippi, University, Mississippi.*

This correspondent is using a team study technique to analyze problems arising from multicultural school populations. It is designed to improve the ability of school personnel to deal with special educational problems occasioned by desegregation. Participants were teachers, counselors, principals, superintendents, and other school personnel from Mississippi public schools who attended two summer sessions (sixty each session) at the university, sponsored by the Equal Educational Opportunities Program. School systems participating in the program are eligible for in-service training and consultation from the directors of the institute and from other consultants attained by the director. The program is still continuing, and a final evaluation was not available when the project was reported.

465. Rates of School Truancy and Parental Indifference Prior to and Since Desegregation in the Junior High Schools of the District of Columbia, *Jack N. Carl, Senior Juvenile Probation Officer, York County Courthouse, 28 East Market Street, York, Pennsylvania.*

An ecological approach to the study of illegal absences from school was undertaken. The researcher organized census tracts of the District of Columbia based on the rate of juvenile delinquency for each census tract (delinquents actually referred to the Juvenile Court). From the census tracts, six geographic areas were organized ("delinquent areas"). Rates of truancy were statistically compared with income levels, educational achievement, rates of illegitimate births, white and nonwhite population, and dependency (public assistance). This thesis demonstrates that high rates of school truancy and parental indifference, as they existed two years before and two years after desegregation in the junior high schools of the District of Columbia, are associated with or related to some of the social and economic characteristics of delinquency areas and *not* to the racial factor per se. There was no significant change in illegal absence rates before and after school desegregation.

Through the use of case material, it is illustrated that high rates of illegal absences from school are outgrowths of multiproblem family situations which are concentrated in the interstitial areas of Washington, D.C. The processes of disorganization which exist in different degrees within the multiproblem families are the paramount causes of high rates of truancy and delinquency. Disorganization often takes place because of adult behavior norms within the family that are in conflict with the values that are dominant in the large urban society.

***466. The Neighborhood School,** *Center for Urban Education, 33 West 42nd Street, New York, New York.*

This study seeks to investigate the functions and dysfunctions of the neighborhood elementary school. It will study the history of the neighborhood school in America and the role it plays in the residential neighborhood. The latter requires an analysis of the social structure of the neighborhood and its role in people's lives, the sources of and reasons for support and opposition to the neighborhood school at the present time, and the politics that have developed around the neighborhood school issue.

The larger purpose of the study is to determine the future of the neighborhood school in urban areas, and particularly how the contradiction between it and the aim of quality integrated education should be resolved.

The study is just beginning, but after a review of the literature on the neighborhood school and the neighborhood, a field study of the neighborhood school in one or more neighborhoods will be undertaken.

***467. Obstacles to School Integration in New York City,** *Center for Urban Education, 33 West 42nd Street, New York, New York.*

This is a qualitative study, interpreting the course of school integration controversies in New York City over the past decade, especially since the Allen Report. The main problem of the study is to delineate and interpret the range of social forces that have served as obstacles to school integration. Data are obtained through informant interviews, observation at meetings and hearings, and published documents (reports, studies, press clippings). The main sites for field work include the Board of Education (and State Commission), interested public agencies, and community groups. This is meant as a case study to generate hypotheses about conditions related to action or inaction by school officials. Such hypotheses might then be specified and elaborated through comparative studies of school integration controversies in other cities.

The estimated terminal date for this study in August, 1966.

468. The Puerto Rican Child in the American School, *Frank M. Cordasco, Department of Education, Jersey City State College, Jersey City, New Jersey, and Charles R. Kelley, New Jersey Office of Economic Opportunity, Trenton, New Jersey.*

The educational problems of the Puerto Rican, especially in New York City, are reviewed.

"For the American schools, the Puerto Rican migration presented a distinct and yet in many ways a recurrent phenomenon. With the imposition of immigration quotas in the early twenties, the non-English-speaking student had gradually disappeared. The great European migration and the manifold educational problems to which the American schools had addressed themselves had in a manner been resolved; with the increasing Puerto Rican migration and the recurrent pattern of the ghettoization of the new arrivals, the migrant child, non-English-speaking and nurtured by a different culture, presented the American schools with a new yet very old challenge. It is the poverty context to which the Puerto Rican community has been relegated in our cities that explains its problems and graphically underscores its poor achievement in the schools. Not only is the Puerto Rican child asked to adapt to a cultural ambience which is strange and new; he remains further burdened by all the negative pressures of a ghetto milieu which educators have discerned as inimical to even the most rudimentary educational accomplishment.

"How the Puerto Rican child has fared in the mainland schools is best illustrated by the experience in New York City, where Puerto Ricans have the lowest level of formal education of any identifiable ethnic or color group. Only 13 per cent of Puerto Rican men and women 25 years of age and older in 1960 had completed either high school or more advanced education. Among New York's nonwhite (predominately Negro) population, 31.2 per cent had completed high school: and the other white population (excluding Puerto Ricans) did even better. Over 40 per cent had at least completed high school. In 1960, more than half—

52.0 per cent—of Puerto Ricans in New York City 25 years of age and older had less than an eighth-grade education. In contrast, 29.5 per cent of the nonwhite population had not finished the eighth grade, and only 19.3 per cent of the other whites had so low an academic preparation.

"A 1961 study of a Manhattan neighborhood showed that fewer than 10 per cent of Puerto Ricans in the third grade were reading at their grade level or above. The degree of retardation was extreme. Three in ten were retarded 1½ years or more and were, in the middle of their third school year, therefore, reading at a level only appropriate for entry into the second grade. By the eighth grade the degree of retardation was even more severe, with almost two-thirds of the Puerto Rican youngsters retarded more than three years.

"Of the nearly 21,000 academic diplomas granted in 1963 only 331 went to Puerto Ricans and 762 to Negroes, representing only 1.6 per cent and 3.7 per cent, respectively, of the total academic diplomas. In contrast, Puerto Ricans received 7.4 per cent of the vocational school diplomas, and Negroes, 15.2 per cent. For the Puerto Rican community, these figures have critical significance since Puerto Rican children constituted in 1963 about 20 per cent of the public elementary school register; 18 per cent of the junior high school register; and in keeping with long discerned trends, Puerto Rican youngsters made up 23 per cent of the student body in vocational schools and 29 per cent of that in special (difficult) schools."

Analyses of causes of the difficulties are critically assessed. The article concludes with discussion of the problems of the teaching of English as a second language and the promotion of the adjustment of parents and children to the community and of the community to them.

469. Cognitive Learning in Preschool Children in an Integrated Cooperative Nursery School Setting, *William Fowler, Robert E. Hess, and Alice Burnett, Urban Child Center, University of Chicago Laboratory Nursery School, 5750 South Woodlawn Avenue, Chicago, Illinois.*

In a three months' pilot project, ten workingclass disadvantaged

Negro four-year-olds and ten upper-middle-class white children participated in an integrated cooperative nursery school setting. Two parents for each of the respective categories of children participated as parent-teachers once each week. The project aimed at education of both children and parents and at facilitating intergroup understanding and relationships.

In the children's education, there were two chief methods: standard nursery school experience and special projects in cognitive stimulation following the conceptual scheme of one of the principal investigators (Fowler). Methods used with parents were informal guidance and discussion and supervision by the project director and the nursery school teachers. No formal hypotheses or explicit aims were formulated for this pilot project. In the brief period, some children made apparent gains on a variety of cognitive measures and showed gains in social development.

Intergroup and intragroup relations were generally constructive, parents finding the common basis for identification and association through the commonality of developmental school adjustment problems experienced by their children. These factors appeared to transcend problems of differences in class and ethnic group to a noticeable degree.

***470. Pickets at the Gates,** *Estelle S. Fuchs, Project TRUE, Hunter College, Park Avenue and 68th Street, New York, New York.*

"The completed part of the study is the story of how one school principal clashed with the parents in his school over the way in which he oriented the new teachers. This case, an actual event, is particularly interesting because the principal believed he was doing a constructive thing by using social science material to describe the population of his *de facto* segregated school. The parents, on the other hand, viewed his efforts as negative and detrimental to their children." Included in the case is a discussion by the author (an anthropologist) concerning the various issues involved.

The forthcoming part of Dr. Fuchs' study is an examination of the New York City school shutdown, led by the Reverend Milton Galamison and the City-wide Committee for Integrated Schools.

The case includes a history of the boycott movement in the city, a description of the events, interviews with youngsters who participated actively in the shutdown, and an analysis of the grievances which the participants expressed concerning the education they have been receiving.

***471. Study of the Supply of Students for Negro Colleges,** *Abram Jaffe, Bureau of Applied Social Research, Columbia University, 605 West 115th Street, New York, New York.*

This is a study being conducted by the Bureau of Applied Social Research, Columbia University, with the collaboration of the College Entrance Examination Board under a grant to the board by the Fund for Advancement of Education. The principal problem is to examine the origin of students in Negro colleges, and to study the trends which may modify the supply of students for these colleges in the short run (to 1970.) The largest sample being used is the entire population of approximately 110 colleges in the Southern and border states identifiable as predominantly Negro, but smaller samples will necessarily be used in certain major aspects of the study. These samples will be stratified by state and by type of college. Another part of the study will use a sample drawn randomly within states from the entire population of high schools identifiable as predominantly Negro as of 1963.

In one part of the study, an attempt will be made to describe the geographical origin, scholastic aptitude, and collegiate performance of enrolled students in Negro colleges. Second is a projection of Negro high school graduation in Southern and border states to 1970. Third is an attempt to estimate the extent to which the admission of Negroes to predominantly white colleges and universities in the South (approximately 14,000 were enrolled in 1964–65) is attracting the most able Negro high school graduates and thereby restricting the quality of students entering Negro colleges. The project was scheduled for completion and report by June, 1966.

***472. Desegregation and the Displacement of Negro Teachers,** *Richard B. Kennan, National Education Association, Commission on Professional Rights and Responsibilities, 1201 16th Street N.W. Washington, D.C.*

A survey was conducted in eleven Southern and six border states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. These are the states in which there are a large number of Negro teachers and a large number of school districts desegregating their schools for the first time in the fall of 1965.

"The general objectives of the survey are: (1) To identify teachers and other school personnel who have been displaced because of school desegregation and integration, both as to approximate number and geographic location; insights into major reasons for such displacement; and to determine to the extent possible within the time available such information about the qualifications, teaching levels and fields, certification status, age, and sex of those who have been displaced as may be relevant for remedial programs; (2) to determine the number of recent college graduates who meet state qualifications for the initial teaching certificate, and who have sought but have not been able to obtain teaching positions; (3) to determine whether those who are displaced or substantially downgraded are teaching elsewhere, [are] unemployed, or [are] employed involuntarily in other work; (4) to pull together impressions about the feelings and opinions of Negro and white teachers and other school personnel and community leaders about the displacement problem; (5) to determine what steps have been taken by the individual to solve or ease his problem; (6) to determine those who are willing and in a position to participate in a relocation program. The survey will also uncover promising leads for further investigation and for more intensive studies which may be needed. The results of the survey, along with information gathered through other NEA resources, will provide the basis for recommendations for both preventive and remedial programs at local, state, and national levels.

"The major emphasis will be on locating clusters of affected personnel in order to interview them and ascertain specific data and information as indicated earlier in the objectives of the study. One phase of the study will be to gather specific information relative to the new Negro college graduates prepared to teach. This will require working with institutions and systems in gathering accurate data in order to determine specifically trends in the employment of young, beginning Negro teachers. A task force of educators, predominantly Southern, broadly representative of the educational community, will be responsible for enlisting the voluntary assistance of educational and community leaders in assigned states. In each case, they will tap the following sources of information: (1) executive secretaries and staff members of state education associations; (2) officers and staff of local teachers organizations; (3) the chief state school officer and other staff members of state departments of education; (4) school superintendents and other school administrators; (5) teachers who have been displaced or threatened with displacement; (6) officials of civil rights organizations; (7) community leaders, including newspaper publishers and ministers; (8) college and university faculty members and administrators; (9) officials of college placement bureaus and federal-state employment offices."

473. Social Class and the Desegregation Movement: A Study of Parents' Decisions in a Negro Ghetto, *Elmer Luchterhand and Leonard Weller, Yale University, New Haven, Connecticut.*

"The extensive literature on the relationship between education and social class has demonstrated convincingly that with lower social class is found a lower level of education attainment, a lower level of school performance, and fewer favorable attitudes toward education. Assuming that this relationship between social class and attitude toward education holds for Negroes as well as whites, it might then be inferred that where Negro parents are permitted to transfer their children out of the ghetto schools, those against transfer would generally be of lower socio-economic status than those for transfer. In this study, which was done in New Rochelle, New York, the findings conflict with this inference." The study is concerned with social class in the decisions of Negro parents to keep their children in a segregated elementary school or to transfer them. A secondary concern was to investigate the relationship of the following factors in the parental decisions:

demographic characteristics of the parents, the decision-making process itself, and organizational membership.

In 1961 the federal courts handed down a series of decisions which obligated the New Rochelle school board to grant permissive transfer to the pupils of the Lincoln Elementary School. A clear majority of Negro parents residing in the ghetto district of the school transferred their children to nonsegregated schools elsewhere in the city. All but a small minority of the transfers were to schools which were farther away than the segregated Lincoln School. Many went to schools which were 1½ to 5 miles from their homes, and without benefit of publicly financed transportation. The transferring families of New Rochelle were of *lower* socio-economic status than those who kept their children in the ghetto school.

There were 252 Negro families in the study population. The interviewers were successful in securing 169 interviews. Of the remaining 83 families, 55 were known to have moved out of New Rochelle, the parents in two families steadfastly refused to answer questions, and the remaining 26 families could not be located. It should be noted that the 252 families represent the entire population, and do not constitute a sample. Hollingshead's two-factor index of social position was employed as the primary measure of social class. In keeping with this index, the scale value for occupation of the head of the household was weighted by a factor of seven; and the scale value for education by a factor of four. In instances where there was no male present, the woman was considered to be the head of the household. As there were a number of homes of this kind, mothers' education was used separately as a second index of social class.

The researcher found transferers and stayers to be relatively similar. The only two other findings of differences were: a greater proportion of transferers than stayers (1) belonged to the NAACP and Urban League and (2) showed agreement between spouses. "One explanation as to why our findings differ from those of others on the relationship between class and educational interest is the long duration and intensity of the New Rochelle desegregation movement. . . . The progressive involvement, over fifteen years, of the Negro community of New Rochelle in public discussions, in student strikes, in picket lines, in gathering signatures, and so on, led to a redefinition of the education question into one of life chances in a segregated community. The nature and scope of the actions necessitated organizational efforts to draw in the lower classes—precisely those who usually have the lowest interest in education. It should be remembered, however, that the New Rochelle ghetto has very few people who might be described as declassed lowers. . . . Our explanation of the high representation of the lower classes among the transfers reduces to this: the prolonged and intense desegregation movement transformed an issue over the 'little Negro school' into one of segregation and denial of opportunity."

A report of the study appeared in *Social Problems,* Summer, 1965.

***474. White Changers in a Desegregation Movement in a Northern Suburb,** *Elmer Luchterhand and Leonard Weller, Yale University, New Haven, Connecticut.*

This is a study of changers among neighborhood and city-wide leaders in the desegregation controversy in New Rochelle, New York. The research interest is in studying the processes of conflict, change, and the emergence of enlightening policymaking and re-unification in a community which was torn by prolonged and bitter conflict. One hundred and fifty white persons on both sides of the controversy were selected for interviewing by means of a nominating procedure involving presidents and vice-presidents of fourteen PTA locals, as well as members of the PTA council for 1963 and 1964.

A series of hypotheses about the changers has been developed concerning the way the changer got into the controversy, type of involvement in it, and whether he was an actor on the city stage (a "principal") or on a neighborhood stage (a "support"). Data were gathered by long, intensive interviews, involving interviewer use of a calendar of events in the conflict.

***475. Problems of Aboriginal Education,** *R. McKeich, Department of Anthropology, University of Western Australia, Nedlands, W.A., Australia.*

Several problems are treated in this study: (1) the problems faced by aboriginal and part-aboriginal students in schools in urban settlements of West Australia; (2) the problems faced by teachers in teaching these students; (3) the problems faced by aboriginal and part-aboriginal parents in maintaining their children at schools; and (4) the influences of institutions and home environment upon the broader problem.

The research design utilizes individual reports by the class teacher on each child (attainment, emotional and social adjustment, attitudes to school, etc.) interviews with high school students, interviews with parents, and interviews with individuals in departments and institutions dealing with aborigines and part-aborigines. The sample includes aboriginal and part-aboriginal children in the major urban areas.

***476. The Role of Separate Schools in Maintaining the Segmentation of Canadian Society,** *David Millett, Department of Sociology and Anthropology, University of Alberta, Edmonton, Alberta, Canada.*

In this thesis, the separate schools are seen as one of several institutions guarding the boundaries between various religious (and often ethnic as well) groups. Their function (often intended) is to cut down communication between ethnic groups, in order to preserve certain religious or ethnoreligious cultures. It is hypothesized that separate schools, by acting as noise factors in the communication between ethnoreligious groups, are a major source of conflict within Canadian society.

Empirical study of selected schools, primarily by depth interviews, is followed by a similar examination of directly associated institutions held to perform some "noise" function in selected communities.

Preliminary findings include indications that: (1) the relative importance of family, church, and school varies drastically according to the age level of the children involved; and (2) account must be taken of indirect pressures, e.g., parents on the public school teacher.

***477. Correlates of School Desegregation,** *Beth E. Vanfossen, Department of Sociology, Furman University, Greenville, South Carolina.*

The research is concerned with social and economic correlates of school desegregation. The sample consists of seventeen Southern states. Analysis concentrates upon the relevance of the findings to theories of discrimination and prejudice. The hypotheses are (1) that education, income, and occupational status of whites and Negroes are positively correlated with amount of desegregation, and (2) that percentage of Negro population and degree of discrepancy of Negro and white socio-economic status are negatively correlated with desegregation.

Tentative findings indicate a high correlation between percentage of Negroes in the state and amount of segregation; insignificant correlations between indexes of income, occupation, urbanization, or industrialization, and desegregation, and a slight negative correlation between education of whites and desegregation.

BRIEF NOTES

***478. Intergroup Relations as Related to the Public School Classroom,** *John Beery and Herbert Wey, University of Miami, Coral Gables, Florida.*

479. Group Norms in Classrooms of Contrasting Socioeconomic Status and Differing Racial Composition, *Richard W. Brozovica and S. W. Gray, George Peabody College for Teachers, Nashville, Tennessee.*

***480. The White Student in the Predominately Negro Colleges and Universities of North Carolina,** *Charles I. Brown, Institutional Research, Fayetteville State College, Fayetteville, North Carolina.*

This is a questionnaire study designed to collect information from the estimated 100 or fewer white students who attend predominately Negro colleges in North Carolina with particular reference to: (1) why they chose to attend a Negro college; (2) satisfactions encountered; (3) dissatisfactions encountered; (4) reactions of family and friends; (5) and what must be done to increase the flow of white students to predominately Negro colleges.

481. Commission for the Study of Racial Imbalance for the State of Massachusetts, *Jack R. Childress, School of Education, Boston University, 765 Commonwealth Avenue, Boston, Massachusetts.*

This was a study of the status of racial imbalance in the state of Massachusetts, an analysis of its impact on education for children, and recommendations for resolving the issue of imbalance in schools.

***482. Factors Related to Faculty Integration in Public Schools,** *Morris B. Cierley and Eddie W. Morris, University of Kentucky, Lexington, Kentucky.*

***483. Decision-making in Urban Educational Systems: A Pilot Study,** *Robert L. Crain and Peter H. Rossi, National Opinion Research Center, 5720 South Woodlawn Avenue, Chicago, Illinois.*

The focus is on the political and decision-making problems involved in school desegregation in both the North and South. This is an exploratory pilot study designed to yield hypotheses about big-city school systems and to lead to the development of techniques for studying the problem on a comparative basis. It consists of interviews with school board members, civil rights leaders, and political and civic leaders in 15 cities (8 North and 7 South). Two important questions dealt with are: "What is the effect of different procedures for selecting school board members?" and "What are the causes and consequences of differences in the communication and influence patterns connecting school board members, school officials, political leaders, economic elites, and civil rights leaders?"

484. Educational Complexes Study Project, *Robert A. Dentler, Institute of Urban Studies, Teachers College, Columbia University, 525 West 120th Street, New York, New York.*

The goal of the project was to examine logically and empirically the possibilities inherent in the idea of the educational complex for desegregating the elementary and junior high schools of New York City, on the assumption that desegregation is interdependent with quality of educational services. It was concluded that educational complexes seem to be a valuable approach to desegregation and decentralization when created and operated in conjunction with other efforts to prevent further segregation and to reduce current segregation. The project was carried out under contract with the Board of Education of the City of New York.

***485. A Study of the Operation of Fair Housing Ordinances,** *Eugene Feingold and Robert J. Harris, University of Michigan, Ann Arbor, Michigan.*

Housing discrimination is being studied by examining complaint statistics and case files, and interviewing knowledgeable persons in enforcement agencies, civil rights groups, and the housing industry.

486. A Study of the Leadership Ability of Negro High School Principals, *Robert Hatch, Colorado State College, Greeley, Colorado.*

487. Studies of Educational Problems, *Howard M. Johnson, Center for Field Studies, Harvard University, Roy Larsen Hall, Room 715, Cambridge, Massachusetts.*

The center contracts with public school systems for studies of specific educational problems. This past year, studies were done in Englewood, New Jersey, and Hartford, Connecticut.

488. A Survey-planning Project for a Program of Integration in Two Elementary Schools in the Borough of Queens, New York, *N. D. Kurland, E. W. Gordon, and D. A. Wilkerson, New York State Education Department, Albany, New York.*

***489. Urban Education Study,** *Maxwell School of Citizenship and Public Affairs, Syracuse University, Syracuse, New York.*

Racial balance in the schools is one aspect of a study of how the nation's largest cities reach decisions on educational problems. The study, financed by a 2½ year grant given by the Carnegie Corporation in 1964, will also focus on decision-making in terms of allocation of fiscal resources, curriculum, administrator-teacher relations, and quality of educational output.

490. An Anecdotal Study of the Effects of Subtle Discrimination on Negro Pupils in Four Nonsegregated Schools, *Lamar P. Miller, School of Education, University of Michigan, 3203 School of Education, Ann Arbor, Michigan.*

"Forty-one Negro students from four high schools in the Metropolitan Detroit area were interviewed to ascertain the self-concept of the Negro students, the relation of the Negro student and his white peers, the relation of the Negro student and his teachers, and the reactions of the Negro students toward the curriculum."

***491. The Changing American Negro College in the South—the Liberating Consequences of Desegregation,** *Richard Robbins, Department of Sociology, Wheaton College, Norton, Massachusetts.*

It is hypothesized that slow but increasing desegregation of education in the South will not only have an impact on the white community but will also lead to significant changes in the Negro academic community. A stratified sample of academic men in a three-state range of Negro and predominately Negro institutions is being studied through open-ended interviews and written questionnaires.

492. De Facto Discrimination in Sororities and Fraternities at the University of Vermont, *Arnold Schein, Department of Biochemistry, University of Vermont, Burlington, Vermont.*

493. Recent Trends in the Educational Status of Mexican-Americans in Texas, *Richard A. Lamanna and Julian Samora, Department of Sociology, University of Notre Dame, Notre Dame, Indiana.*

A detailed analysis was undertaken of the 1950 and 1960 census data on the Spanish-surname population of Texas. Their educational status was compared to that of other ethnic groups in Texas, and Mexican-Americans in the other four southwestern states. Mexican-Americans in Texas were found to be grossly inferior to both Anglo-Americans and nonwhites in Texas, and to Mexican-Americans in the other four states of the Southwest. While there has been some improvement in their relative status in the ten-year period, the median education of even the best-situated elements of this population (young, native-born men living in cities) is less than ten years. Moreover, enrollment rates are such that the chances of an early change in relative status are not good unless the drop-out rate in junior high school is cut sharply.

***494. An Investigation of the Educational Provisions for Cherokee Indians in Three Counties of Eastern Oklahoma,** *Glenn R. Snider, Department of Education and Executive Committee, Human Relations Center, University of Oklahoma, Norman, Oklahoma.*

***495. Racial Imbalance in Public Schools and the Effects of School Racial Mixture on Children,** *Nancy Hoyt St. John, Center for Field Studies, Graduate School of Education, Larsen Hall, Harvard University, Cambridge, Massachusetts.*

The Center for Field Studies is presently engaged in studies of secondary schools in two major cities: Pittsburgh, Pennsylvania, and Wilmington, Delaware. Racial imbalance is one of the problems dealt with in these studies. Long-term, basic research into the effects of school racial mixture on children has also been designed and has reached its first data-gathering stage. A questionnaire study will relate the self-concept, aspirations, achievement, and peer group behavior of 2,700 Negro and white ninth graders in a large city to their present and past school racial experience.

***496. An Interregional Study of Student and Faculty Racial Composition in American High Schools,** *Warren D. TenHauten and David Gottlieb, Michigan State University, East Lansing, Michigan.*

***497. Research Seminar on Racial Issues Affecting School Administration in the Great Cities of America,** *Michael D. Usdan, Northwestern University, Evanston, Illinois.*

***498. School Desegregation,** *U.S. Department of Health, Education, and Welfare, Office of Education, Research and Materials Branch, Equal Educational Opportunities Program, Sixth and Jefferson Drive S.W., Room 2304, Washington, D.C.*

The branch does fact-finding and prepares reports based on secondary sources on problems and issues related to school desegregation. Other activities include preparation of bibliographies on different aspects of school desegregation, collection and evaluation of textbooks and curriculum materials with respect to their treatment of minorities, reference work for the internal needs of the program and for other government agencies working on problems related to school desegregation, and assessment of the impact of the Equal Educational Opportunities Program on the progress of school desegregation. A small reference materials library on school desegregation is being established.

499. School Integration, *Meyer Weinberg, 343 South Dearborn Street, Chicago, Illinois.*

This book attempts to present an encyclopedic survey of the situation.

500. The Desegregation Era in Higher Education, *Sam P. Wiggins, Southern Study of Higher Education, Peabody College, Nashville, Tennessee.*

This study, financed by the General Education Board, is scheduled for publication on May 15, 1966. It will include interviews in about 40 Southern colleges and universities.

***501. Higher Education in the American South,** *Sam P. Wiggins, Southern Study in Higher Education, George Peabody College for Teachers, Nashville, Tennessee.*

This report, scheduled for publication in September, 1966, deals with the cluster of problems of poverty, race relations, and marginal precollegiate schooling. An attempt is made to pull into focus a number of relevant studies in connection with the findings of this project.

***502. Study of Racial Imbalance in a Northern Urban School Setting,** *Charles V. Willie, Youth Development Center, Syracuse University, Syracuse, New York.*

Church and Religion

503. Religion in Education, *R. B. Dierenfield, Department of Education, Macalester College, St. Paul, Minnesota.*

This researcher spent the last year in England investigating the place of religion in the county council schools. The study centered upon the county secondary schools and focused on the "act of worship" and classes in religious knowledge. Schools were visited; teachers and headmasters interviewed; syllabuses analyzed; and the attitudes, training, and teaching procedures of 200 teachers of religion sampled.

It is reported that many of the teachers of religion are not properly trained or committed and do not interest their students. Brief comparisons are made to the American systems throughout the paper.

***504. Religious Developments Among the Bawm,** *Lorenz G. Loffler, South Asia Institute, University of Heidelberg, Rohrbacherstrasse 12, 6900 Heidelberg, West Germany.*

From October, 1964, to January, 1965, Dr. Loffler, with three students, did some field work in the Chittagong Hill Tracts, East Pakistan. Political circumstances severely limited the possibilities of field research; the researchers are now working with various reference material.

Dr. Loffler reports: "The tribe which interested us most was the Bawm (the Bunjogi of older sources). The major part of the Bawm had been under the influence of the Baptist mission, carried out by Lushai (native missionaries). The acceptance of the new faith implied a change from tribal to Lushai culture, including, e.g., clothing as well as language. This process of Lushaiization was supposed to continue, by new means, the old (semifeudal) expansion of the pagan Lushai. This was the original hypothesis and direction of research. When one of the students studied the social organization of the Bawm, however, the problem proved to be more complicated, since the Bawm themselves did not constitute a homogeneous ethnic unit. Rather they were found to consist of two parts: one the 'original' Bawm (in itself an agglomeration of clans which form distinct tribes in the Eastern Chin Hills) and the other, called 'associates,' consisting of assimilated splinters of neighboring tribes. The associates took the Bawm form of culture and language but were (formerly) not allowed to intermarry with the original Bawm;

they had to renounce several social prerogatives which they had enjoyed in their parent tribes (e.g., feasts of merit) and were treated as definitely inferior. Prisoners of war ('slaves'), on the other hand, often coming from the same tribes as the associates, were accepted into the original Bawm and could, in the course of time, acquire wealth and status. Pacification in consequence of the British colonial rule provided the associates with the means to surpass the original Bawm in economic proficency. By accepting the new faith, propagated by Lushai chiefs turned missionaries, the elite of the original Bawm tried to regain status; but since the associates followed there is now a remarkable tendency to return to a national culture and to form a national church, independent from Lushai. Members of other tribes who join the church and turn to Bawm culture are classed along with the old associates."

Comparative research is still going on, and the researchers are trying to find out why the individuals or groups who changed their tribal identity had to become associates with the Bawm, whereas no such distinction developed in the neighboring tribes.

505. A Racial Profile of Health and Welfare Institutions of the United Presbyterian Church, *Everett L. Perry, Institute of Strategic Studies, United Presbyterian Board of National Missions, 475 Riverside Drive, New York, New York.*

This study was designed to discover the extent to which health and welfare institutions within the United Presbyterian Church have carried out the General Assembly mandate with reference to the policy and practice of inclusiveness of governing board members, staff, and persons served. A questionnaire was sent to the executive director and chairman of the board of each agency. Another was sent to the executive director of each synod or presbytery responsible for carrying out the General Assembly mandate. Of the 213 institutions questioned, 133 responded. It was suspected that the agencies not responding were less inclusive than those which did.

The researcher hypothesized that the particular institutions have not moved far in implementing the General Assembly policy. Findings showed that although a great majority of the agencies have policies supporting this policy only about 10 per cent of all governing board members are of a minority group. Over half of the agencies have all-white board members, and in the area of service about 45 per cent of the agencies serve only whites. Least inclusive were homes for children and homes for the aged, while hospitals and neighborhood and community centers were the most inclusive.

506. Integration in the Methodist Churches in Metropolitan New York, *Reverend Ralph Lord Roy, Pastor, The Twin Parish of Brooklyn (Methodist), 1169 Greene Avenue, Brooklyn, New York.*

This was a survey of progress and problems in the field of racial integration of 173 Methodist churches in six New York counties: New York, Kings, Queens, Bronx, Westchester, and Nassau. A basic assumption was that findings here would in large measure reflect the situation within other denominations as well, especially within Protestantism.

The methodology involved questionnaires sent to all churches (80 per cent response); interviews with selected pastors and lay persons to discover more fully the dynamics involved; and interviews with specialists in the field, whether church-related or not. The findings will soon be published.

507. The Church in the Racially Changing Community, *Robert L. Wilson and James H. Davis, Research and Survey, National Division, Board of Missions of the Methodist Church, 1701 Arch Street, Philadelphia, Pennsylvania.*

This is a survey of the reactions and adjustments of Protestant churches, especially Methodist churches, in communities undergoing racial change. The study is based on an *ad hoc* sample of 7 of the 10 largest cities in the United States, 8 of the next 40 largest cities selected on a random basis, and 7 additional cities with a 1960 population of 100,000 or more, chosen because of the presence of churches in racially changing communities. Included are more than 60 churches located in 22 cities. The study focuses on problems of leadership and program in these churches before, during, and after racial change in the community. The experiences of these churches in trying to adapt to changing communities are codified for the benefit of others. Abingdon Press published this study in 1966.

BRIEF NOTES

508. Reaction to Mission: An Analysis of Independent Church Movements Across Two Hundred African Tribes, *David Brian Barrett, c/o Horace L. Freiss, Department of Philosophy, Columbia University, New York 27, New York.*

***509. Characteristics of Brazilian "Popular" Catholicism,** *Thales de Azevedo, Faculdade de Filosofia, Universidade da Bahia, Avenida Princeza Isabel, 31, Salvador, Bahia, Brazil.*

The methodology of this study entails assessment of divergence from the canonically established model of "formal" Catholicism. It is hypothesized that "popular" Catholicism is a sector of the religious complex of Catholicism in Brazil and differs from "formal" Catholicism in its emphasis on devotion to particular saints instead of sacraments, etc.

***510. The Experience of Conversion,** *Rabbi Albert I. Gordon, Temple Emanuel, 510 Ward Street, Newton Centre 59, Massachusetts.*

Rabbi Gordon is working on a study of men and women of the three major religions in America who have converted from one faith to another. The reasons and factors that resulted in the conversion, the background of each person, and the effects of the conversion upon the individuals and the religion to which each has converted are considered. When completed, Beacon Press (Boston) will publish the study.

511. The Race Problem and Religious Education Among Baptists in the U.S.A., *Harry Oliver Ohsberg, 3312 Oakland Avenue, McKeesport, Pennsylvania.*

512. Toward a Racially Inclusive Methodist Church, A Progress Report, *Robert L. Wilson, National Division of the Board of Missions of the Methodist Church, 1701 Arch Street, Philadelphia, Pennsylvania.*

This study of the acceptance of the administrative integration of the Methodist church in the North, and a definition of the problems arising from the mergers of the Negro and white branches of the denomination was published by the National Division of the Board of Missions of the Methodist Church in January, 1966.

†513. Religious Practices Followed in the Public Schools, *Israel Woronoff, Department of Education, Eastern Michigan University, Ypsilanti, Michigan.*

Hypothesizing that teachers tend to follow certain religious practices in their classrooms despite the illegality of such actions, a cooperative survey is planned by the Michigan Department of Public Instruction (Curriculum Committee on Better Human Relations), the Institute for Social Research of the University of Michigan, and Eastern Michigan University.

Sex, Marriage, and Family

514. The Who and Why of Interfaith Marriages, *Paul H. Besanceney, Department of Sociology, John Carroll University, Cleveland, Ohio.*

"There are social norms influencing the choice of a marriage partner. One of these norms is the rule of religious endogamy: People in this country are expected to marry within their own religious group. When the norm is violated, social control in this matter is said to have been ineffective. It was the purpose of this study to test some hypotheses regarding the factors leading to interfaith marriages, from the viewpoint of social control exerted in support of an endogamous norm.

"A secondary analysis was undertaken of some data from surveys made by the Detroit Area Study of the University of Michigan in 1955, 1958, 1959 and 1962. These were originally studies of the family or of religion in which some questions suitable for our subject were asked. The first three samples were combined whenever the same question was asked in each, yielding a total of 1,470 marriages. The additional 185 newlyweds in 1962 were selected by a different sampling method and had to be analyzed separately. Only white Protestants and Catholics, plus their marriage choices, were included in this study. No information was gathered concerning broken marriages. . . .

"A double comparison was made throughout: Protestants married to Protestants compared with Protestants married to non-Protestants; also Catholics married to Catholics compared with Catholics married to non-Catholics. Since those who had changed religious preference were also identified in the interviews, it was possible to examine several religious types of interfaith marriage, according to whether one partner had changed religious preference and in what direction. . . .

"Why do some deviate from the norm of religious endogamy? We sought to explain these deviations through the relationship of the intermarried with the concerned agents of social control, i.e., the parents, relatives, church, and ethnic group. We also explored the influence of 'anomic situations' in which a norm of religious endogamy might be weakened. These situations were: wartime marriages, marriage at a late age (emancipated from parents), rural-urban migration, upward educational mobility, and vertical occupational mobility. Our general hypothesis, tested by these specific relationships, was: If the agents of social control do not, or cannot (due to an anomic situation), exercise their influence, the violation of a religious endogamous rule is likely.

"In general, this theoretical scheme was more predictive of Catholic, than of Protestant, interfaith marriages. For both, the parents and relatives were the most significant agents of social control so far as religious endogamy was concerned. The church's control in the case of those who attended Catholic schools was more effective in maintaining membership than for forestalling intermarriage. Occupational mobility, upward or downward, was the only anomic situation which showed a significant (though weak) relationship with interfaith marriages."

***515. Interethnic Marriages in Los Angeles County, 1948–61,** *John H. Burma, Department of Sociology and Anthropology, Grinnell College, Grinnell, Iowa, and Gary Cretser, Department of Sociology, University of Southern California, Los Angeles, California.*

The purpose of the proposed project is to collect data from the marriage license form for each interethnic marriage in Los Angeles County, California. Because of a series of changes in California law, these data are available only from November, 1948, to May, 1961. Ethnic categories available and employed are white, Negro, Japanese, Chinese, Filipino, Mexican, Indian, and "other." These data will indicate which groups intermarry with which and to what extent. The analysis will also include age, sex, previous marital status, and occupation. A particular analysis will be made of the time span in order to observe what changes in any of the component elements have occurred over the time period studied. A series of hypotheses will be tested which point toward a middle-range theory.

This is a follow-up study of a pilot study done in 1959.

***516. Cultural Aspects of Religious Intermarriage in the United States,** *Ruth Shonle Cavan, Department of Sociology, Northern Illinois University, Dekalb, Illinois.*

When groups have a policy of endogamy; under what conditions do individuals disregard this policy and marry into other groups? This study at present is limited to interreligious marriages in the United States, but is part of a more extensive investigation planned for the future. The major concern of this study is with group attitudes.

Questionnaires are being given to undergraduate, white, unmarried college students regarding their ethnocentric attitudes, their degree of religious involvement, their attitudes toward individual aspects of mate selection, and their willingness to date or marry out of their own group. The general hypothesis is that interreligious marriages vary positively with the degree of ethnocentricism of a given group and the pervasive character of religion into nonreligious areas of life. The questionnaires are now in the process of distribution and coding.

517. A Follow-up Study of Cross-Racial Adoptions, *Patricia Denny, Catholic Childrens Services of Seattle, Washington, and L. K. Northwood, School of Social Work, University of Washington, Seattle, Washington.*

This is a descriptive field study of adjustment of non-Caucasian children placed in adoptive homes with Caucasian parents. It is concerned with identifying experiences during the adoptive placement, and gives an account of problems of the family with its own children and the adopted cross-racial child, with special emphasis on how matters of race were handled.

The study occurred five to ten years after the adoption of the minority children, who were then less than one year old. Batteries of data were collected on each of fifteen such children, including interviews with both parents, taken separately, but on the same schedule of approximately 150 questions; interviews with two neighbors of the parents and with the teachers of the subject child; structured observation of the family in the home for a seven-hour period; and psychological tests.

The study is also developing instruments for observation of family settings. Questionnaires were designed to fit into the few examples of parallel research so as to accumulate knowledge on the subject; they adapt extensively from schedules on family adjustment developed at the Menninger Foundation and from prior research of the primary investigator. All research procedures were pretested, and pairs of interviewers and observers, working independently, were employed to secure reliability.

Several findings are reported: "Adoptive parents are willing to cooperate in research taking 12–15 hours of their time, including the acceptance of pairs of observers in their own homes. In the opinion of social workers on the research teams, the adoptive families of minority children are much like adoptive families of white children in age, education, economic status. In general, the parents liked children, had their own both before and after adoption of the minority child and other children which they adopted. The children were generally average students according to grades, teacher ratings, and had no marked behavior problems, as indicated by both the psychological tests and reported behavior. None of the neighbors identified problems connected with race. Most social agencies now place minority children in white adoptive homes, in general do not have careful follow-ups after the first year, have not exploited the willingness of these parents to look for other adoptive homes. Agencies place few

Negro children in this way, and no white children in Negro adopting homes."

518. Catholics and Mixed Marriage: A Comparative Analysis of Types of Interfaith Marriages and Their Consequences for Mate Selection and Religious Adjustment in Marriage, *Rudolf K. Haerle, Jr., Department of Sociology, Middlebury College, Middlebury, Vermont.*

This dissertation is concerned with the role of religion in mate selection and the consequences of religious homogamy or heterogamy for the religious adjustment of the couple. In addition, the type of mixed marriage (which spouse is of what religion) is also a central focus of the analysis.

Beginning with the assumption of the existence of a distinct Catholic religiocultural subsystem (John L. Thomas), 183 cases involving Catholics from the well-known Burgess-Wallin study of engagement and marriage were analyzed. Since data were gathered at three different times for the same couples it was possible to use the panel technique and to explore the nature and direction of change in marital relationships.

In an attempt to corroborate previous findings and chart new areas, an analysis of the background characteristics of the respondents was carried out on the religious behavior and adjustment of the couples, and the following generalizations emerge: (1) Catholics in homogamous marriages (when compared with their coreligionists in mixed marriages) were more active in church affairs prior to their marriage, and they have carried this pattern over into their present marital state; for example, involvement in religious activities, greater similarity of religious patterns, more agreement on religious matters, and fewer differences in religious beliefs. (2) However, the mixed marriage per se does not exert as negative an influence on the religious participation of the intermarried as has heretofore been mentioned in the literature. The relatively low church attendance record of the intermarried is more clearly a continuation of a pattern established prior to the marriage. In fact, by the "middle years" of marriage, intermarried Catholic spouses are increasing their rates of regular church attendance. (3) Given the expectation of easier adjustment for intermarried Catholic husbands, it is important to note that, at least in religious behavior and belief, intermarried Catholic wives give evidence of greater and easier adjustment in more areas of religious concern in the marriage. The intermarried Catholic husband may have been better equipped to make the necessary marital adjustments, but in the matter of religious behavior and attitudes, the mixed marriage appears to rest heavily upon his shoulders. (4) Not only do the intermarried Catholic husbands experience more difficulty in adjusting to religious matters in marriage; there also appears to be a different pattern and style of adjustment over the three time periods. Mixed couples with Catholic husbands are characterized by relatively strong, initial adaptation during the "early years" of marriage, detailed by "similarity" of pattern and "consensus" between partners. A decline in these matters has set in by the "middle years" of marriage. By contrast, mixed marriages with Catholic wives show their relative strength somewhat later, with a steady increase to the "middle years" stage. The "style" of the Catholic wife's adjustment is more individual and independent of her non-Catholic spouse.

519. Negro-White Marriage in the United States, *David M. Heer, Harvard School of Public Health, 665 Huntington Avenue, Boston, Massachusetts.*

The available data concerning intermarriage in recent years are from the four states of California, Hawaii, Michigan, and Nebraska. The author has investigated the trend of Negro-white marriage over time, differences between these states in the incidence of Negro-white marriage, and the differential incidence of Negro-white marriage for white grooms, white brides, Negro grooms, and Negro brides. Negro-white marriage proportions for seventeen areas in California have been correlated with racial composition, residential segregation, and Negro-white status differences.

It was hypothesized that variation in Negro-white marriage proportions is caused by variation in racial composition (availability of partners from each race), variation in degree of residential segregation, and variation in Negro-white status divergence. Correlation analysis was used to test the hypotheses, and all were confirmed.

520. A Study of Enduring Marriages in a Group of Urban, Low-Income Couples (Negro and White) Living in Public Housing, *Nanette S. Kandel, Department of Sociology, University of Maryland, College Park, Maryland.*

The purpose of this study is to examine a group of enduring marriages of Negro and White workingclass couples. It offers a global view of the marriages in the hope that there may emerge some patterns of marital interaction as perceived retrospectively by the couple. Similarities and differences between the Negro and white couples are explored in the quest to identify some common factors that tend to cement the marriage and contribute to its longevity.

This exploratory study is based on focused interviews with twenty Negro and twenty white couples living in units in low-cost housing projects in the city of Baltimore. These couples were interviewed conjointly in their own homes. The "youngest" marriage took place in 1932 and the oldest in 1904. All the couples had reared at least one child to maturity. The last child must have left home one year prior to the interview. All the couples were self-maintaining in the sense that they were not dependent on the Department of Public Welfare nor on the largess of children for support, although as residents of public housing their incomes, perforce, were at or proximate to poverty levels.

The researcher reports that "among other things, it was found that partners in enduring marriages have a disciplined approach to their marital responsibilities. Their subjective interpretation and reaction toward those irritating problems and issues in daily living are essentially in harmony with their commitment to marriage. This commitment is both to the marriage as a way of life (institution) as well as to the marital partner. Further, a balance was achieved between goal-orientation (expectation) and reality. Contrary to expectation, no significant differences were found between Negro and white couples in patterns of coping with the various aspects of marriage. The Negro couples had a higher ratio of egalitarian marriages than did the white couples, but in view of the smallness of the sample, this requires further study."

This project will be reported in Mrs. Kandel's Ph.D. dissertation.

521. The Family in Yugoslavia, *Rose M. Somerville, Teachers College, Columbia University, 525 West 120th Street, New York, New York.*

" 'Look what's happening to our women' has not been a focal inquiry of Yugoslav sociology, for study of the family is only in its beginning stage. Neither courses on the family nor research investigations have so far attracted the attention of the Yugoslav sociologist to any appreciable degree. Zagreb University's graduate institute in the summer of 1963, in which the writer lectured and which attracted sociologists from various republics, indicates that interest is now beginning to develop in the detailed examination of [both] those aspects of family development that are common to both capitalist and socialist countries, owing to industrialization, and those that distinguish them. Not only is there now more theoretical concern with humanistic dimensions of social change, but a growing awareness of the practical contribution family sociology can make in revealing institutional lag. However, the interest is still to be matched by concrete research on a scale commensurate with the magnitude of the potentialities.

"With diversity of nationality, history, and religion, in what sense can we speak of 'the Yugoslav family'? In at least two rather significant ways: First, there is the unifying factor of an emerging common culture, as in other multinational lands, notably the United States and the Soviet Union. With industrialization, family life has been modified in a similar direction in all the republics, primarily by women's entrance into gainful employment, but also by the increase of schools relying on similar textbooks and teacher preparation; by the dissemination in the mass media of similar ideas, norms, and goals; and by the development of common modes of spending leisure time and using consumer goods. This is not to say that all family patterns in Yugoslavia have become identical or that the industrial revolution has penetrated to the same extent in each of the republics.

"The other sense in which 'the Yugoslav family' is a legitimate concept concerns the matter of centrally established family policy, the existence of deliberately selected goals toward which the society is moving. In this sense, it has many features in common with the socialist family in Eastern Europe, notably the Polish, Hungarian, Rumanian, Bulgarian, Czechoslovakian, and the Russian. Whatever the differences in their interpretation of some aspects of Marxist theory, the Yugoslavs under Tito have neither significantly modified the Marxist approach to the family nor advanced it. Their position might be summed up basically as follows: The family as a social institution has always changed and will always change, not haphazardly but in keeping with the changes affecting the social system of which it is part, particularly the changes in the economy and in the social relationships deriving from the nature of that economy."

In an article which appeared in the August, 1965, *Journal of Marriage and Family,* the researcher discusses family history, working wives and mothers, educational changes, recreational changes, religion, housekeeping, housing, interpersonal relationships, and social security and generations.

BRIEF NOTES

***522. Interracial Marriages—What About the Children?** *Sister M. Annella, Department of Sociology, Belmont Abbey College, Belmont, North Carolina.*

This is a follow-up study of couples interviewed for the researcher's M.A. thesis and Ph.D. dissertation. Couples were originally interviewed between 1948–50. Special emphasis will be on the children. Original statistics will also be brought up to date. When completed, the study will be published in the *Journal of Negro Education.*

523. Patterns of Marriage and Family Relations Among Negroes in the United States, *Jessie Bernard, Pennsylvania State University, 4601 Chesapeake Street, N.W., Washington, D.C.*

The book will be a Spectrum series volume published by Prentice-Hall, Englewood Cliffs, New Jersey.

524. Interfaith Marriage, *James J. Conlin, Department of Sociology, Loyola College, Baltimore, Maryland.*

A sample of 3,100 Catholic–non-Catholic marriages and a control group of all-Catholic marriages in the Baltimore Archdiocese were studied. The findings disproved the hypothesis that Catholics are less fervent practitioners of religion if they marry non-Catholics.

525. The Social Aspects of Miscegenation, *Sheila Patterson, Institute of Race Relations, 36 Jermyn Street, London, S.W.I., England.*

Politics

526. The Negro Vote as a Political Resource: The Case of Durham, *William R. Keech, Department of Political Science, University of North Carolina, Chapel Hill, North Carolina.*

This research has attempted to evaluate the impact of voting strength on eliminating discrimination against Negroes. "Is the vote an important resource for improvement of Negro social and economic status? How does the vote compare with other resources available to the Negro to reduce discrimination, such as litigation, demonstration and boycott? In what areas is it more or less potent?"

The research design has involved a case study of a middle-sized Southern city. Both Negro voting and Negro advances were measured as precisely as possible over a period of time. Analysis assessed the role of Negro votes and the role of other factors in the gains in each area.

Extensive use was made of interviews, public records, and newspapers to test the hypothesis that the Negro vote has been overestimated as a tool for Negro advance. The author reports that the case study revealed that the Negro vote has very little influence over the private sector or over public and private segregation in this Southern city. Its impact is greater in piecemeal gains in the public sector and in questions directly related to elections, such as bond issues.

527. Negro Political Leadership in the South, *Everett C. Ladd, Jr., Department of Political Science, University of Connecticut, Storrs, Connecticut.*

The patterns of leadership that have emerged in the urban South since the U.S. Supreme Court's historic school desegregation decision of 1954 are examined in this study. Basing his work on research carried out in Winston-Salem, North Carolina, and in Greenville, South Carolina, the author explores the meaning of Negro leadership in light of changes in Negro political life and race relations over the past decade. He describes the styles of race leadership in the urban South and discusses the roles played by the various race-advancement organizations operating there. The different styles of race leadership—conservative, moderate, and militant—are compared, and the cooperation and conflicts among different Negro organizations are analyzed. Developments in rim-South cities like Winston-Salem are contrasted with developments in such deep-South cities as Greenville. He notes that as the Negro revolution moves on, the politics of desegregation in the South comes to resemble more and more closely that of the urban North.

528. Southern Negroes and Politics: Participation and Its Consequences, *Donald R. Matthews and James W. Prothro, Department of Political Science, Caldwell Hall, University of North Carolina, Chapel Hill, North Carolina.*

A massive statistical analysis was made of Negro registration figures, by county, obtained from the U.S. Civil Rights Commission Report and other sources. A Southwide opinion survey was conducted with a random sample of approximately 1,000 adult Negroes and 1,000 adult whites in the former Confederate states. The questionnaires sought to elicit information from both on participation rights, political competence, perceived leadership structures, political life histories, voting records, racial and political attitudes, and expectations about changes in race relations. Intensive community studies were made in four counties, ranging from a black belt county in Mississippi to an industrial city in the upper South. In addition to routine techniques of the community study, a random sample of both Negro and white opinion were secured in each. The four communities were chosen from those falling within the Southwide sample so that additional interviews could be taken to obtain a small but serviceable sample of Negro and white opinion in each.

With this threefold approach, the authors' main problem was to describe Negro political participation and to explain the conditions under which the rate and types of Negro participation vary.

BRIEF NOTES

529. Federal Poverty Programs and the Negro, *David Boesel, c/o Andrew Hacker, Department of Government, Cornell University, Ithaca, New York.*

This dissertation will compare federal poverty programs in (1) a Negro area in a city which has a strong political machine and (2) a Negro area in a city where there is no strong machine. In (1) it is assumed that the machine, while a branch or colony of the white machine, is actually manned by local Negroes.

***530. Ethnic Group Politics in Social Welfare in New York City,** *Jules Cohn, Department of Government, New York University, 4 Washington Square North, New York, New York.*

Aspects of policymaking in social welfare matters in the mayor's office, including interactions among ethnic group leaders in social welfare and their strategies and techniques in regard to public policy, are being investigated through case studies, participant observation, and panel interviewing. The major hypothesis is that ethnic and religious lines not only exist but tend to dominate policymaking in these matters.

†531. Negro Leadership in the Philadelphia Area, *A. Paul Hare, Department of Sociology and Anthropology, Haverford College, Haverford, Pennsylvania.*

532. Study of Negro Leadership, *M. Seeman and S. Surace, Department of Sociology, University of California, Los Angeles, California.*

***533. Negro Politics in Philadelphia,** *John Strange, Department of Politics, Princeton University, Princeton, New Jersey.*

***534. Negro Leadership in the Aftermath of Riot,** *Robin M. Williams, Jr., Department of Sociology, Cornell University, 102 McGraw Hall, Ithaca, New York.*

It is hypothesized that leadership structures will prove to be unstable and diffuse. Interviews are being conducted with a probability sample of 400 members of the adult Negro population of Rochester, New York. The aims of the study are primarily descriptive.

International Relations

535. International Aspects of Higher Education and Exchange: A Community Study, *Steven E. Deutsch, Department of Sociology and Anthropology, Western Reserve University, 11027 Magnolia Drive, Cleveland, Ohio.*

This is a study of American university administrators, faculty, and students; foreign students and faculty on American campuses; and community organization persons involved in cross-cultural relationships. The study employed survey methods (with over 1,000 total cases) and was concerned with attitudes toward and experiences of persons involved in cross-cultural educational relationships. In addition, the study examined the total range of perspectives, attitudes, and experiences of the various parties involved in international education and exchange.

A number of hypotheses were generated concerning variables affecting interpersonal, cross-cultural relationships including housing, dating patterns, language, international attitudes, and interests. The findings revealed strong interest in international education and exchange on the part of American students and faculty, and, to a lesser degree, administration; considerable social interaction between American and foreign students—influenced by physical proximity, language, and general value orientation; service orientation on the part of host families with relations and attitudes toward foreign students similar to those toward American ethnic groups. A completed report has been submitted to the Ford Foundation.

536. Tension Areas and Foreign Policy Forecast, *Feliks Gross, Department of Sociology, Brooklyn College, City University of New York, Brooklyn, New York.*

The New York University Press will publish this book, which contains nine comparative case studies describing various types of tension patterns. The focus is on ethnic, racial, and ideological tensions and their relation to international "interpolitical" tensions.

537. Cross-Cultural Study of Values, *S. B. Kakkar, Department of Psychology, Government Training College for Teachers, Jullundur, India.*

The research is designed to study (1) interpersonal values of people in the East and West, (2) commonalities and differences in values and their influence on intergroup relations and on approaches to social problems, (3) the influence of basic values on community and international relations, and (4) the influence of modern neighborliness and of the intermixture between different nationalities on the reorientation of values.

The Survey of Interpersonal Values test of Dr. L. V. Gordon was administered to teachers, college students, and high school students in Punjab, and the results were compared with similar results obtained from American and Japanese samples. Cultural values prevalent among Indians, Americans, and Japanese were studied to serve as backdrops of the study. The findings were: "There is identity of culture in some ways among Indians, Americans and Japanese, while there are differences in other ways. In the case of all the six values studied, i.e., support, conformity, recognition, independence, benevolence, and leadership, the similarities as well as the differences between the groups reflect and are explained by the cultures prevailing in the respective countries." Findings were too numerous for the researchers to specify at length.

Police and Armed Forces

538. Social Class and Race as Factors in Juvenile Court Disposition, *William R. Arnold, Department of Sociology, University of Texas, Austin, Texas.*

For this study all cases in the juvenile court records of individuals born between September 1, 1947, and December 31, 1948, for the Lake City juvenile court were analyzed. Offenses up to April 9, 1964, were included. The problem was to determine whether or not the legitimate, auxiliary considerations in disposition in the juvenile court adequately accounted for the general difference in disposition by race and ethnic group—whites, Negroes, and Latin Americans were identified. Dispositions were classified as handled informally, sent to the court but put on probation or declared nondelinquent, or sent to the state youth authority. Juvenile court cases were selected for comparison with data in another research project. Tests of the significance of difference between proportions were used to test results.

It was hypothesized that the various legitimate considerations in handling juvenile offenders do, in fact, account for the apparent bias by class and race or ethnic membership. The findings, in general, showed that the bias against minority group members persists but not as a statistically significant level except for "serious" cases. Specifically, seriousness of offence, delinquency rate in census tract of residence, marital conditions of parents, number and seriousness of prior offenses, and simply number of prior offenses are all legitimate factors which mitigate against the minority group members in disposition. These factors reduce bias below levels of statistical significance except for the "bad" end of each factor. When all these factors are put together arithmetically, only the "top" one-sixth of the offenses were handled in a way not explained by the factors.

***539. Homicide by Police Officers,** *Arthur L. Kobler, 4731 Twelfth Avenue North East, Seattle, Washington.*

The primary purpose of the research is to discover the facts about police homicide. Data on 300 to 500 cases of police homicide will be collected. The detailed data will include characteristics of the killer and the victim, the setting, the alleged causes, and the consequences. The procedures and the arguments relating to justifiability will also be collected, as will situations in which police have been killed by felons.

The data will be gathered from many sources—police departments, coroners, district attorneys, court records, newspapers, etc. Data that are not included in the original report will be the subject of follow-up efforts by mail and in person.

The data, when organized and analyzed, may be used as a basis for further investigation of problems of noncriminal homicide, police practices, violence and the rule of law, and questions of the justifiability of homicide relating, for example, to the Nuremburg laws. The description of the "fields" in which police homicide occurs is, however, the main aim of the present study.

***540. A Bibliography on Police and Community Relations,** *Louis A. Radelet, National Center on Police and Community Relations, 412 Olds Hall, East Lansing, Michigan.*

An extensive bibliography of over 700 entries on police and community relations and related topics has been completed by the National Center on Police and Community Relations. This bibliography consists of the following eleven chapters: General Material; Administration; Community Relations; Civil Rights; The Law, the Judiciary, and Law Enforcement; Minorities and Law Enforcement; The Press and Law Enforcement; Sociological Aspects; Psychological Aspects; The Problems of Youth; and Children's Books.

***541. President's Commission on Law Enforcement and Administration of Justice—Project on Police and Community Relations,** *Louis A. Radalet, National Center on Police and Community Relations, 412 Olds Hall, East Lansing, Michigan.*

The National Center on Police and Community Relations has accepted the responsibility to undertake a nationwide study of police and community relations that will be the basis of an important portion of the ultimate report of the President's Commission on Law Enforcement and the Administration of Justice. Four research teams are presently engaged in interviewing police personnel, community leaders (formal and indigenous), and citizens in sixteen sites located throughout the United States. These research locations include cities of various sizes, states, and rural counties. The research procedure includes the use of open-ended and structured interview schedules, review of police and court records, review of the literature, data from local newspapers, and field observations. The final report is due before the commission in September, 1966.

Public and Private Services and Accommodations

542. Public Accommodations: Social Movements in Conflict,

Edgar Chasteen, Community Studies, Inc., Kansas City, Missouri, and William Jewell College, Liberty, Missouri.

The research was focused on the conflict between Negroes and whites over Negro access to public accommodation facilities in Kansas City, Missouri. The problem was to determine the structure and function of the Negro public accommodations movement after the appearance of an opposition movement, compared to these features prior to the opposition. It was hypothesized that the nature of a social movement at a point in time may be considered to be a function of its opposition, rather than a stage in its natural history. It was found that the appearance of the opposition movement produced changes in the nature of the leadership, membership, and tactics of the existing movement. It was felt that conflict theory furnishes a model by which predictions may be made about changes in a social movement.

The methodology consisted of analysis of organizational records, interviews with leaders, and a study of mass media reports.

*543 Interracial Policies and Practices in YMCA's in the United States,

James M. Hardy, Research and Planning Department, National Council of the Young Men's Christian Associations, 291 Broadway, New York, New York.

This project is designed to assess the progress made on interracial advance by YMCA's from 1964 to 1968. Data is being gathered by a policy-and-practice questionnaire through the national field organization from YMCA operating units in the United States. Information has been gathered, analyzed, and reported for two of the five years involved in the project including baseline data from 1963 and operation and comparison data from 1964. Findings to date indicate that local YMCA's have made considerable advance in achieving desegregation. Somewhat less, but significant, advance has been discerned in achieving complete integration, which for study purposes means the development of effective communication, interaction, and mutual growth in the pursuit of shared objectives.

544. Employment of Negro Librarians on an Integrated Basis in Public Libraries in the South, *E. J. Josey, Librarian, Savannah State College, Savannah, Georgia.*

Questionnaires were sent to the 270 public libraries listed in the Access to Public Libraries study as having been integrated. Of the 270 questionnaires mailed in early July, 1964, 103 (38.1 per cent) were returned by September, 1964. They came from libraries of varying sizes—in large and middle-sized cities, regional areas, and small towns.

To the question "Do you employ professional (a graduate of a library school) Negro librarians at the central branch in your library system?" only 11 libraries (10.6 per cent) replied yes, while 88 (85.5 per cent) responded negatively, and 4 ignored the question. "Are Negro librarians employed in branches that serve white patrons?" Twenty-six of the responding libraries (25.3 per cent) said yes, 69 said no, and 8 did not answer.

The remainder of the questions attempted to elicit some information on attitudes of various groups involved: boards of trustees, library directors, and the library staff. The last question was, "Do you think your library could adopt an equal employment opportunity policy and hire Negro librarians in the near future? If so, when? Six months? Twelve months? Two to five years? Or not in the foreseeable future?" This question was directed to those who had replied negatively to the first two questions on whether any Negro librarians were employed in either the central or branch libraries. Seven libraries indicated that such a policy could be adopted in six months; 2 thought it might take twelve months; and 16 indicated it might not happen in the foreseeable future. This time, 25 failed to answer. The wide variety of answers to this question was not consistent with the replies to questions on the attitudes of the boards of trustees and of library directors (both reportedly highly favorable to integration).

†545. Recruitment for the Health Professions, *Bernard Mausner, Department of Psychology, Beaver College, Glenside, Pennsylvania.*

The work of the committee on recruitment for the health professions of the Medical Committee for Human Rights, Philadelphia chapter, includes a number of activities, among them a program of guidance assemblies, a program of hospital visits, and a program of individual sponsorships. As part of this a moderately formal study may be carried out in which students from the Philadelphia school system attending a health careers meeting will be sampled for a follow-up. An attempt will be made to evaluate the degree to which "normal" recruiting activities for nursing, medicine, and the paramedical professions reach minority group members. More specifically, the students attending a recruiting meeting sponsored by the Women's Auxiliary of the County Medical Society and the Philadelphia Department of Health will be sampled, with the goal of determining the number of Negroes and other minority group members reached and the impact of the meetings on both minority and majority ethnic group members.

546. Racial Desegregation on a Psychiatric Inpatient Service: A Study of Staff and Patient Adaptation, *William Edward Novasky, Social Research Section, Department of Sociology and Anthropology, Miller Hall, University of North Carolina, Chapel Hill, North Carolina.*

The research was conducted on three wards of a psychiatric inpatient service in a large general and teaching hospital in the South. The wards had been desegregated since November, 1961, and the central problem was to determine the extent to which Negro patients are equal participants and contributors within a desegregated, short-term therapeutic milieu. The analysis focused upon the problems which Negro patients encountered in a situation in which they were expected to interact on a close personal level with whites, with a degree of intimacy and social equality neither they nor the white patients had previously experienced.

The data were gathered in the fall of 1962 and the spring and summer of 1963. A wide variety of patient activities was observed, both day and evening, and numerous staff conferences were attended for a total of 155 field observations. During the research period, 14 Negroes were admitted, all of whom were observed, and 9 of these patients were systematically interviewed. More than 199 white patients were admitted and observed during this same period, 30 of whom were systematically interviewed. In addition to numerous staff observations, 19 interviews were also obtained; these included 10 from registered nurses (2 Negroes) and 9 from nursing assistants (all Negro, since there were no white assistants on any ward).

The researcher reports the following findings: The institutional policy of desegregation and the assumed illness of all patients provide only a partial basis for the general acceptance of the Negro. The white patients and staff usually define the Negro as exceptional, to his nonpatient ethnic counterpart, as a requisite for exempting him from many of the derogatory racial stereotypes. However, the Negro patient is seldom personally accepted as an individual with access to all sources of patient and staff support. He is kept at a distance through an elaborate network of closed interpersonal relationships (cliques) and the implementation of avoidance strategies. The Negro patient is aware of these avoidance patterns and reciprocates in order to achieve a truncated acceptance and to alleviate conflict. The staff provides little support for either white or Negro patients as these patients attempt to adjust to the interracial setting. This results in a supportive gap in the ward milieu. Teen-aged white patients were found to be the most tolerant of the Negro patients. The white patients who most often reacted negatively toward Negroes, and were involved in all of the major racial incidents, included: (1) elderly, upper-class patients; (2) patients who denied a need for being on the ward; and (3) women more than men.

In short, the Negro patient operates within a truncated therapeutic milieu in which interracial expectations never remain stable. The entire inpatient service was found to be desegregated but not integrated.

547. Racial Factors in Psychiatric Intervention, *Benjamin D. Singer, Department of Sociology, University of Pennsylvania, Philadelphia, Pennsylvania.*

"This study investigates the differences in the psychiatric careers of white and Negro schizophrenic patients at a Philadelphia hospital. Two hypotheses are tested: (1) that psychiatric symptoms and mode of admission will differ for Negroes; (2) that the treatment process will be different for Negroes. The research design employed was *ex post facto*. The hospital records of 320 Negro and white patients were examined for the period 1956–62. Data were collected on social status characteristics of the patients, the way in which they were appraised and treated by psychiatrists, and the way in which they responded to such treatment, including re-admissions.

"In general, the results confirm both hypotheses. There are certain symptomatic differences, for Negroes have more cognitive symptoms and, in addition, they more often arrive through police action; they suffer from their symptoms the same length of time as white patients, stay considerably fewer days, are more often given drug treatment and less often receive psychotherapy. There is greater similarity of treatment between high- and low-status Negroes than between their white counterparts. The prognostic rating is uniformly better for Negroes as well, an indication of optimism about their recovery by psychiatrists.

"None of such factors as prognostic rating, treatment, or length of stay was associated with re-admission rate, which was approximately 25 per cent for Negroes and whites. Although cells in this area were quite small and results should be viewed with caution, it appeared that whites with high education enjoyed lower re-admission rates than whites with low education while Negroes regardless of educational status returned in the same proportions, 25 per cent.

"The data in this study lend support to the notion that the lack of variation in treatment and shorter stay of the Negro may reflect a different definition by the psychiatrist of what is 'normal' behavior for Negroes. Thus the psychiatrist may feel constrained to play the role of quasi-sociologist, i.e., he may be a "sociological realist" who is aiding in returning the patient to that state which the physican feels social forces in the outside world would make it impossible to exceed in any case. From this would flow the fact of a standardized treatment and psychiatric career in general for the Negro patient."

BRIEF NOTES

***548. Attitudes of Social Workers Toward Interracial Placement,** *Roxanna Carrick, School of Social Work, Ohio State University, 1947 North College Road, Columbus, Ohio.*

***549. Ethnicity and Occupational Level in Coastal Peru,** *Louis C. Faron, Department of Anthropology, State University of New York, Stony Brook, New York.*

The researcher investigated at first hand different groups in the central highlands of Mexico and lived among the Otomi Indians. He is now analyzing field notes and library materials dealing with intergroup relations in coastal Peru. It was hypothesized that bio-ethnic considerations strongly affect status mobility in coastal Peru. He reports that his general hypothesis has been adequately confirmed.

550. Community Interracial Study, *James M. Hardy, Research and Planning Department, National Council of the Young Men's Christian Associations, 291 Broadway, New York, New York.*

The purposes of the project were: to study the amount and kind of integration achieved in YMCA's in varying stages of integration; to examine the blocks to integration; and to determine the kinds of problems arising in the process of integration.

The case study approach to communities, and interviews with key staff, laymen and community leaders (Bogardus-type social distance scale on questionnaires) were utilized in eleven representative communities (Dallas, Phoenix, Oklahoma City, Washington, Louisville, Little Rock, Cincinnati, Miami, Atlanta, Vicksburg, and Mobile).

***551. Racial and Ethnic Differentials in Health Care Practices,** *John Kosa, Joel J. Alpert, and Robert J. Haggerty, Medical Care Research Unit, Harvard Medical School, 83 Francis Street, Boston, Massachusetts.*

IV. CIVIL RIGHTS: ATTITUDES, LAWS, AGENCIES, AND ACTION PROGRAMS

552. Negro Student Opinions of Civil Rights Leadership, *Walter J. Aldridge, Department of Sociology, University of Maryland, College Park, Maryland.*

The study, Mr. Aldridge's M.A. thesis, is concerned with how Negro college students view the present civil rights leadership. "Formerly, Negro students were relegated to a nonactive and isolated role in community affairs. All this changed at the time of the student sitin movement that began in North Carolina and spread to other cities. Groups like CORE [Congress of Racial Equality] and SNCC [Student Non-violent Coordinating Committee] began to take a new look at the Negro college student. This research project attempts to ascertain how students perceive the current leadership. Do they favor the newer groups or the older, established groups? Do they lean toward militant or conservative organizations? How does social class affect perception? It is an exploratory study designated to develop hypotheses that may be used in later research. The sample consisted of 138 Negro students from Howard University in Washington, D.C. To analyze the results, descriptive statistics are employed, along with a method of social class and regional analysis."

553. Psychological Correlates of Civil Rights Activity, *Sheldon Alexander and Dorothy Evans, Department of Psychology, Southern Illinois University, Carbondale, Illinois.*

This study investigated personality and social correlates of active civil rights behavior among college student members of active civil rights groups. It was hypothesized that among students of supposedly militant student civil rights groups there will be personality differences between those actually participating in most civil rights activities and those participating in few civil rights activities.

To carry out this study members of civil rights groups were differentiated into "actives" and "joiners" on the basis of leader ratings of actual participation in civil rights activities. Personality tests and social questionnaires were administered to all members of two civil rights groups on two Midwestern state university campuses. Control groups were Negro fraternity and sorority members on the same campuses. There were 56 Negro members of civil rights groups, 16 white members, and 59 Negro fraternity and sorority members. Comparisons were then made between Negro actives, Negro joiners, white actives, and Negro fraternity and sorority members who were not members of civil rights groups.

The researchers report these findings: (1) Negro actives score significantly lower on the Byrne Repressor-Sensitizor Scale than Negro joiners and lower than other groups of subjects. (2) Negro actives score significantly higher on Barron's Ego-Strength Scale than Negro joiners. (3) White actives score significantly lower than all Negro groups and lower than white normative groups on the Marlowe-Crowne Social Desirability Scale.

The completed paper on this study was presented at the Midwestern Psychological Association meetings in May, 1966.

***554. Equality by Statute: Legal Controls Over Group Discrimination,** *Morroe Berger, Department of Sociology, Princeton University, Green Hall, Princeton, New Jersey.*

This project is a complete revision of a book published under this title by Columbia University Press in 1952. This version will add events and findings down to the end of 1965.

The book describes and evaluates efforts to reduce discrimination and to promote equality through three kinds of law: court decisions, legislation, and administrative action. It includes the following: (1) a consideration of the position of the Negro during Reconstruction and in the period 1940–65; (2) a review and evaluation of U.S. Supreme Court decisions from 1865 to 1937, and then from 1937 to 1965; (3) an examination of the working and results of the New York State antidiscrimination law; (4) an assessment of the material from social psychology and sociology of the effectiveness of law as a means of social control in the domain of race relations.

It was hypothesized that laws are effective in reducing discrimination and in promoting equality. The hypothesis was confirmed, but qualitative distinctions are made to refine the hypothesis.

***555. An Analysis of Student Demonstrators from the Pittsburgh Area,** *Morris Ira Berkowitz, Department of Sociology, University of Pittsburgh, Pittsburgh, Pennsylvania.*

The purpose of this study is twofold: (1) to reconstruct, on as accurate a time scale as is possible, the flow of information and decision-making which resulted in the decision of a group of approximately 130 Pittsburgh-area students to demonstrate in Montgomery, Alabama; and (2) to analyze the characteristics of the students who went to Alabama in comparison with a random sample of nondemonstrators. The study is an analysis of the origins of social movements and is regarded as a case study. No attempt will be made to understand and study the entire Montgomery demonstration—only to trace the Pittsburgh students' participation in it and report as accurately as possible their motives for joining, their perceptions of the situation as it continued to develop from March 14 until the final debts for the trip are paid (they still have not been), and the impact the trip has had on their attitudes toward and activities in the civil rights movement.

The basic method of the study combines the use of questionnaires and depth interviews. The questionnaires will be administered to the total population of demonstrators and to a random sample of nondemonstrators representing the major campuses from which the demonstrators were drawn. In addition to the questionnaires, depth interviews will be conducted with central figures (identified through the questionnaires) to determine their perceptions of their roles and the events which shaped their decisions; a historical reproduction of the events which shaped the riot will be done from a systematic study of newspaper records, analysis of recordings of telephone conversations made by students to the student radio station, collection of and analysis of documents (diaries, photographs, detailed reconstructions, etc.) produced by the students, and analysis of the depth interviews. The final form of the study will be an historical report with comparative and statistical materials interwoven with the background data and other analytic materials including decision and information flow charts, sociometrics (actually adaptations of basic sociometric techniques), and material from the media and other sources.

***556. A Sociological Study of Some Mass Media Reporting of the March on Washington,** *Dorothy Bohn, Box 385, Columbus, Ohio.*

"The problem for study presents itself as one of analysis of the treatment by selected American newspapers of the aims, preliminaries, actual occurrence, and aftermath of the March on Washington of August 28, 1963. More specifically, the problem is concerned with the analysis of four forms of newspaper content which are more likely to indicate significant attitudes, viz., news stories, editorials, syndicated columns, and interpretative articles. Eleven hypotheses will be described and analyzed on the reporting of the March on Washington to constitute an empirical contribution to the understanding of problems of social change and social control insofar as the mass media communication process is concerned.

"A purposive sample of newspapers by size and geographical location has been selected. The complete 31 days' publication of each of eight metropolitan newspapers for the month of August, 1963, as well as September 1, will be examined. Each issue of each newspaper will be scored for each day in terms of the number of favorable and unfavorable references. This cumulative score will be the basis of comparisons with other issues of the same paper in different time periods (e.g., before and after the march), as well as with issues of other newspapers."

***557. CORE in Syracuse: The Evolution of a Protest Group (1961–63),** *Edward W. Daner, Department of Social Science, Boston University, 1408 Commonwealth Avenue, Boston, Massachusetts.*

This is a study in depth of the development of the Syracuse Chapter of the Congress of Racial Equality. The study is concerned with the historical development of the chapter, and includes a close examination of shifts in techniques, goals, and leadership. The study encompasses the formation of the organization by several Syracuse University graduate students and one faculty member (who was later to become associate national director of CORE) in the fall of 1961, the group's ensuing actions in the community setting, and the conclusion of CORE's largest direct action project in the fall of 1963.

Participant observation and open-ended interviews with formal and informal leadership yielded several findings: (1) Leadership of the CORE group is middle class; (2) the emphasis is on consensus in decision-making; and (3) nonviolence is predominately a technique, and not a philosophy on the part of the leadership.

558. **The Negroes' View of Civil Rights Problems, Cedar Rapids, Iowa, 1964,** *Mary Alice Ericson, Department of Sociology, Coe College, Cedar Rapids, Iowa.*

The problem was to find out whether the Negroes in the city thought there were any problems in obtaining the civil rights guaranteed in the Civil Rights Act of 1964 or fair housing. An attempt was made to interview every family and unattached person known to the NAACP. Ninety-two per cent of those interviewed thought there were civil rights problems in Cedar Rapids; 83 per cent thought there were fair housing problems; 59 per cent, problems in using public accommodations; 57 per cent, problems in fair employment; 28 per cent, problems in group membership; 19 per cent, problems in the treatment of children. All agreed there were no problems in registration and voting or in use of public facilities.

*559. **A Study of the March on Washington for Jobs and Freedom,** *Albert E. Gollin, Bureau of Social Science Research, 1200 Seventeenth Street N.W., Washington, D.C.*

"At the time of the march, systematic data were gathered through interviews with marchers and panel interviews with an area cross section of citizens and voluntary association leaders. Mass media coverage and treatment of the event before, during, and after were also monitored. These and other materials will be employed in an analysis which will center on four topics or issues: the act of participation, the organization and structure of the event, public awareness and response, and the theory and study of social movements (in general) and collective protests as related to the civil rights movement of recent years.

"The special character of the event dictated a focus upon the attributes of its participants, the plans and organizational arrangements which were made, the common and conflicting intentions of the major interested parties, public sanctioning of the methods of nonviolent protest, and shifts engendered by this event. In addition, as a pioneering venture in the use of systematic techniques of inquiry in unstructured circumstances—often suggested but rarely proven feasible—the study confronted one with unusual methodological challenges, raising problems common to a type of social research that is increasing in frequency: 'flash' or 'firehouse' studies of contemporary crises. Some exploratory analysis of the data has been done: the main task has had to await the securing of support. It is anticipated that the bulk of the data will be processed and analyzed in the coming year."

560. The Evolution of Public Educational Policy: School Desegregation in a Northern City, *Robert LaPorte, Jr., Jerome Beker, and Charles V. Willie, Syracuse University Youth Development Center, Syracuse, New York.*

This study is an examination of the evolution and implementation of an educational policy directed toward the elimination of *de facto* segregation in the public school system of a medium-sized, urban community. "An attempt has been made not only to show the chronological unfolding of events, but also to analyze the process as an illustration of our democratic institutions at work to harmonize conflicting community interests. The dynamics of group and individual involvement have been explored along with the pressures in support of and in opposition to the emerging changes."

A version of this paper was presented at the annual meeting of the American Educational Research Association in Chicago, Illinois, February, 1966. The project is being supported jointly by the National Institute of Mental Health and the U.S. Office of Education. This report is one part of a broad study of the process and impact of school desegregation in a Northern city supported by these institutions. Additional information is available from Jerome Beker of the above address.

561. Problems of Enacting and Carrying Out Laws Against Discrimination in Employment, Housing and Public Accomodation, *Duane Lockard, Department of Politics, Princeton University, Princeton, New Jersey.*

These problems are being investigated in a number of states and cities (Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Minnesota, Oregon, and California; and also New York City, Philadelphia, Cleveland, and to some extent Chicago). Dr. Lockard did extensive research on the histories of such legislation in these states and cities for the period since World War II, and has gathered information and assessed it with regard to the enforcement of these laws. The methodology also included extensive interviewing and analysis of records of antidiscrimination agencies.

The findings sustained, in a general way, the hypothesis that these laws have a significant potential which has not been realized, indicating that though they have had an effect, it has been a limited one. The reasons for this are assessed at some length.

The findings sustained, in a general way, the hypothesis that these laws have a significant potential which has not been realized, indicating that though they have had an effect, it has been a limited one. The reasons for this are assessed at some length.

562. On the Role of Martin Luther King, *August Meier, Department of History, Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois.*

Noting that "the phenomenon that is Martin Luther King consists of a number of striking paradoxes," Professor Meier outlines the nature and causes of King's successes and failures, popularity and lack of popularity with Negroes, whites, civil rights leaders, militant activists, and the general public. King's ideas and tactics are compared to those of leaders of other times and to those of his contemporaries.

"In short, King can be described as a Conservative Militant. In this combination of militancy with conservatism and caution, of righteousness with respectability, lies the secret of King's enormous success. . . . Major dailies like the *New York Times* and the *Washington Post,* basically sympathetic to civil rights and racial equality, though more gradualist than the activist organizations, have congratulated the nation upon its good fortune in having a 'responsible and moderate' leader like King at the head of the nonviolent action movement (though they overestimate his power and underestimate the symbolic nature of his role). It would be more appropriate to congratulate the civil rights movement for its good fortune in having as its symbolic leader a man like King. The fact that he has more prestige than power; the fact that he not only criticizes whites but explicitly believes in their redemption; his ability to arouse creative tension combined with his inclination to shrink from carrying demonstrations to the point where major bloodshed might result; the intellectual simplicity of his philosophy; his tendency to compromise and exert caution, even his seeming indecisiveness on some occasions; the sparing use he makes of going to or staying in jail himself; his friendship with the man in the White House—all are essential to the role he plays, and invaluable for the success of the movement. It is well, of course, that not all civil rights leaders are cut of the same cloth—that King is unique among them. Like Randolph, who functions very differently, King is really an institution. His most important function, I believe, is that of effectively communicating Negro aspirations to white people, of making nonviolent direct action respectable in the eyes of the white majority. In addition, he functions within the movement by occupying a vital center position between its 'conservative' and 'radical' wings, by symbolizing direct action and attracting people to participate in it without dominating either the civil rights movement or its activist wing. Viewed in this context, traits that many activists criticize in King actually function not as sources of weakness, but as the foundations of his strength."

An article appeared in *New Politics,* Winter, 1965.

***563. Social Work and Race—Our Part in the Civil Rights Revolution,** *L. K. Northwood and Robert Reed, School of Social Work, University of Washington, Seattle, Washington.*

"During the past two years social workers increasingly have entered the mainstream of the civil rights revolution at the social policy and social action levels. This, together with the current emphasis on the poverty program, has generated much self-criticism about the adequacy of current social work practices on matters of race. Information relevant to the subject is scattered in many sources: (1) statements of policies and standards at various levels of government and among many different national organizations, some directly related to the specific practices of social workers, and others to general policies; (2) miscellaneous articles based on practitioner knowledge or empirical research published in professional journals, conference proceedings, and national agency reports. The proposed manual will organize these materials conceptually and present them in handy form. It is directed toward workers, volunteers, and citizen leaders of social agencies with a view toward the change of inappropriate race relations. Gaps in research knowledge will also be identified.

"The data will be drawn from published sources in libraries and agency records. The conceptual organization of problems and 'solutions' is facilitated by content recordings of six workshops on the subject, and through describing the experiences of a Race Relations Task Force to deal with questions concerned with race and social work. An advisory committee of leading professional persons will review the contents of the manuscript in its first draft."

***564. The Impact on Selected School Personnel of Training in Integration,** *Sheridan Pricert, Bay Area Urban Extension, University of California, Berkeley, California.*

Sixty-five participants including teachers and administrators of elementary and secondary schools in transition in the Oakland, California, school system were involved in a Civil Rights Act Training Institute which is sponsored, planned, and administered by the University of California. It was felt that the basic personality of individuals affects their attitudinal change, their insight, and their thinking about children from racially and ethnically mixed backgrounds.

Using questionnaires, tests, and the participants' written reports, a study was made of (1) how participants implemented their suggestions at the close of the institute with actual activities in their own schools; (2) the relationship of the change of attitudes and knowledge on the values and the personalities of the participants; (3) and the impact of the institute in changing and fostering methods of operation toward minority group children.

BRIEF NOTES

565. The Student Nonviolent Protest in Nashville, Tennessee, 1960, *Inez Adams, 909 East 29th Street, Apartment 6-G., Brooklyn, New York.*

This is an anthropological analysis, taking the student movement in the contexts of both the Southwide sitin demonstrations of 1960 and the community itself, Nashville, Tennessee. The problem is to examine the protest as it grew.

***566. Southern Legal and Political Efforts to Avoid School Integration, 1954–63,** *Numan V. Bartley, Department of Social Sciences, Georgia Institute of Technology, Atlanta, Georgia.*

567. Civil Rights Stress and Structural Reorganization, *Grant Bogue, Byron Walker, J. Larry Williams and Sidney Willmuth, Department of Sociology and Anthropology, University of Arkansas, Fayetteville, Arkansas.*

Interviews were conducted with 133 students at the University of Arkansas regarding the effects of controversy on the forming or fracturing of groups. About one-quarter of the students reported such events.

The paper was delivered at the April, 1965, meeting of the Southwestern Sociological Association, and is published in the 1965 *Proceedings.*

568. A Theory of Responsible Action for Boston Clergymen in Relation to the 1963 March on Washington, *Harold Gar-*

mam, Boston University School of Theology, 745 Commonwealth Avenue, Boston, Massachusetts.

569. Postcollege Aspirations of Undergraduate Negro Girls, Pennsylvania State University, 1965–66, *Edith Gray, c/o Department of Sociology, Pennsylvania State University, University Park, Pennsylvania.*

Under the guidance of Muzafer Sherif, Carolyn Sherif, and Paul Foreman, the researcher is undertaking this search for pattern and significant differences in the responses of Negro girls, sorority and independent, anticipating vocational and public (civil rights) roles after graduation. Serial interviews, arranged for quantitative analysis, have been conducted with all undergraduate Negro girls registered at Penn State, January, 1966.

***570. Rochester, N. Y.—From Riot to Protest,** *Joseph P. Lonero, Department of Sociology, State University of New York, Geneseo, New York.*

The aftermath of the 1964 summer riots on Negro leadership and the emerging community organizations in the ghetto were studied. On the basis of limited community study involving participant observation and unstructured interviews, the researcher is preparing a descriptive paper reporting his results and hypotheses for further research. It was found that "there is an awareness of the lack of leadership, and recently, a concerted effort by Negroes and white liberals to improve the situation. The youth however, are still completely alienated and as yet unimpressed by efforts at reform."

***571. Civil Rights and Tolerance: The Climate of Opinion in the Negro-American Community,** *Gary T. Marx, Survey Research Center, University of California, Berkeley, California.*

An inquiry is being made into the response of Negroes to the civil rights struggle and into their attitudes toward Jewish and non-Jewish whites. It is based on a nationwide survey of Negroes in non-Southern metropolitan areas of the United States and on special area samples from New York, Chicago, Birmingham, and Atlanta.

572. **Mississippi: The Long, Hot Summer,** *William Maxwell McCord, Department of Sociology, Rice University, Houston, Texas.*

This study of Mississippi during the 1964 civil rights crisis is based on interviews with representative whites and Negroes. It has been published with this title.

573. **History of the Civil Rights Movement in the Twentieth Century,** *August Meier, Department of History, Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois; Elliott M. Rudwick, Department of Sociology, Southern Illinois University, East St. Louis, Illinois; and Arvarh Strickland, Department of History, Chicago Teachers College South, 6800 Stewart, Chicago, Illinois.*

The study deals with the history of ideologies, strategies and tactics, the development of organizational bureaucracies, and the dynamics of the movement. It is to be published by Harper and Row.

574. **Negro Protest in the Twentieth Century,** *August Meier and Francis Broderick, Department of History, Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois.*

Published by Bobbs-Merrill in the fall of 1965.

*575. **Reactions of White Persons to the Disturbances in Watts,** *R. T. Morris, Department of Sociology, University of California, Los Angeles, California.*

576. **Roots of the Racial Crisis: Prologue to Policy,** *Pauli Murray, 245 East 11th Street, New York, New York.*

This sociolegal analysis is concerned with "the background of the racial crisis; a re-examination of the impact of slavery; the failure of rehabilitation upon emancipation; the impact of slave law; the effect of slavery upon the personality structure of many Negroes; and continuing effects." This was a dissertation for the degree of Doctor of Juridical Science.

*577. **Saul Alinsky in Rochester,** *Jay Schulman, School of Industrial and Labor Relations, Cornell University, Ithaca, New York.*

This is a field study of the development and impact of a militant Negro organization in Rochester, New York.

578. Civil Rights Factors Underlying the Civil Rights Movement, *Joseph W. Scott, Department of Sociology, University of Kentucky, Lexington, Kentucky.*

This project took a total sample of heads of households in a small town in Indiana. A Likert Scale was devised, and each person in the sample was administered various politically oriented questions and questions about socio-economic standing and subcultural preferences of food, music, and religion. The researcher reports that a cross-analysis of the data revealed that those who participated in the civil rights movement were the better educated, the better employed, those closer to the middle-class standard in food, religion, and music preferences, and more militant politically.

579. Race Relations and the Warren Court, *Harold J. Spaeth, Department of Political Science, Berkey Hall, Michigan State University, East Lansing, Michigan.*

The University of Detroit Law Journal (November, 1965) published this resumé of the educational and noneducational race relations cases formally decided by the Warren Court from 1953 to 1965. The variables motivating the decisions are specified. This is a profile analysis, based upon Guttman scalogram analysis.

***580. White Attitudes Toward Negro Demonstrations,** *Aaron J. Spector, Department of Social Science, National Analysts, Inc., 1015 Chestnut Street, Philadelphia, Pennsylvania.*

Attitudes toward encouraging various demonstration activities are measured and related to personal experiences and characteristics of the respondents. The trend study was based upon national probability samples of adults in households at three different points in time. The first wave, based on 2,000 households, was conducted in November, 1963; the second wave, of 3,000 households, in September, 1964. In 1966, the measurements on another area probability sample of the nation will be reported and the findings of the three studies published in one article.

581. A Historical Summary of Race Achievements in the United States, 1954–64, *Alonzo T. Stephens, Department of History and Political Science, Tennessee Agricultural and Industrial State University, Nashville, Tennessee.*

This is a survey of the national political developments that have affected the Negro and the United States from the Supreme Court decision of 1954 to the Civil Rights Act of July 1964.

582. Problems in Human Rights, *Harold Taylor, Eleanor Roosevelt Memorial Foundation, 350 Fifth Avenue, New York, New York.*

Problems in human rights are studied as a basis for an operational program in the field, designed to carry on Mrs. Roosevelt's work. The study consisted of a series of conferences of leaders in civil rights and social welfare, individual consultations, review of the literature, and inquiry in the field, particularly in the schools and colleges.

V. EDUCATION FOR THE CULTURALLY DISADVANTAGED

***583. Possible Test Bias for Different Racial and Socio-economic Groups,** *T. Anne Cleary, Educational Testing Service, Princeton, New Jersey.*

"As the scope of educational testing has increased, there has been a concomitant increase in concern that widely used tests may be 'biased' for different cultural groups. These studies, supported by the College Board, are investigating two possible interpretations of bias in different racial and socio-economic groups.

"The first study, 'Study of Items,' is concerned with the individual items of the Preliminary Scholastic Aptitude Test (PSAT). An item is considered biased for a group if that group's performance on the item shows a greater than average discrepancy from the performance of other groups. The subjects are grade-12 students who have been tested as part of the Study of Academic Prediction and Growth. The subjects are classified into two racial and three socio-economic subclasses, and item scores are considered repeated measures for an analysis of variance. An item-race interaction will be considered an indication of racial bias.

"The second study, 'Predictive Validity of the SAT,' examines the regressions of college grades on SAT scores for Negro and white students in integrated colleges. In this study, a difference in intercepts of the regression lines (assuming that the lines are parallel) will be considered an indication of test bias. The study will be replicated in several different colleges. An attempt will be made to determine whether grades have the same meaning in the different racial groups."

***584. Studies of Cultural Differences,** *William E. Coffman, c/o College Entrance Examination Board, 475 Riverside Drive, New York, New York.*

This study is being conducted by the Educational Testing Service with Dr. Coffman as principal investigator under a grant from the College Entrance Examination Board. It is expected that the study will turn out to be merely preliminary to further and more extensive investigations in the same area. Fundamentally, the problem is that of estimating "bias" in the Scholastic Aptitude Test of the College Entrance Examination Board. A sample of Negro students enrolled in several integrated colleges will be studied, and comparisons made with white students in the same institutions. Two aspects of bias are being investigated: (1) Are specific items "biased," and if so, what kinds of items are involved? The basic data are from standard item analyses including indexes of difficulty and discrimination. (2) Is the same regression system appropriate for predicting performance of both Negro and white students in these institutions, or does a regression system based upon the white population systematically produce error in predictions for Negro students? An attempt will be made to estimate bias in the criterion (college grades).

***585. Educational Opportunities Survey,** *James S. Coleman, Ernest Q. Campbell, Robert L. York, U.S. Office of Education, 400 Maryland Avenue S.W., Room 1-B-015, Washington, D.C.*

The aims of this project are (1) to determine factors in schools that "produce" success in students; and (2) to compare minority group and majority group schools to see if they are equally likely to have characteristics that "produce" success in children.

The effects of schools on achievement and aspiration levels of students will be isolated by comparing achievement and aspiration levels of similar kinds of students (personal-family backgrounds) who attend different kinds of schools. Student questionnaires, standardized test scores, and teacher, principal, and superintendent questionnaires will be utilized. The sample consists of about 1,000 school districts and 5,500 public elementary and secondary schools.

586. The Urban Community and Education, *Robert Dentler, Center for Urban Education, 33 West 42nd Street, New York, New York.*

According to the tentative outline of this book, 27 articles will be presented under three major headings. In the first section, "Policy Planning and Implications," articles such as the following will be included: "Barriers to Northern School Desegregation," "The 'Tipping Point' Concept and School Desegregation," "Englewood: A Northern City in Crisis," and "The Educational Study Project." Section II, "Intergroup Relations and Comparison," includes such articles as: "The Effects of School Integration upon Self-Concept and Achievement Among Minority Group Children," "The Influence of Intelligence and Interracial Classroom Exposure on Social Attitudes of Fifth-Grade Children," "Some Intergroup Attitudes of Suburban Elementary School Children," and "Resistance to School Desegregation: A Case Study of Backlash Among Jews." The final section, "Services and Programs," includes articles dealing with "The Process of Mutual Redefinition Counseling and Teaching Children from Urban Slums," "Personality Factors Which May Prevent the Disadvantaged Negro Child in a Large Class from Attaining a Successful Level of School Achievement," and "Project Jumpoff, An Enrichment Program in a Setting of Apathy and Division." Twenty-six contributors are represented.

587. A Survey and Analysis of Special Programs and Practices for the Education of Socially and Culturally Disadvantaged Children and Youth in the Schools and Colleges in the United States, *Edmund W. Gordon, Graduate School of Education, Yeshiva University, New York, New York.*

Professor Gordon and his staff have surveyed, first by mail and later by selected visits, the programs in elementary, secondary, and higher education in the United States and abroad intended to assist in the educational progress of disadvantaged children and youth. Although it is recognized that such projects are springing up at such a rate that no survey can ever be quite complete, the effort was sufficient to insure that all major kinds of programs are included. The report is intended to be a critical analysis of these programs, including an attempt to reveal and discuss underlying assumptions and points of view, particularly those related to the behavioral studies and sciences. A by-product of the study has been the establishment of an information retrieval center at Yeshiva University, dealing with programs and literature concerning the disadvantaged.

588. College Board Program for the Disadvantaged Student, *S. A. Kendrick, College Entrance Examination Board, 475 Riverside Drive, New York, New York.*

A proposal addressed to the question of the board's responsibility toward minority cultures was prepared, following recognition of the need to define a policy to coordinate existing projects in this sphere.

"Certain fundamental positions have been taken in formulating this proposal: First, the program proposed is to be affirmative and not merely defensive of the established College Board program, or prudently responsive to the immediate requests of member institutions for services. The need to know more about the effects of the board's traditional activities upon currently fashionable concerns involving civil rights, federal poverty programs, etc., is acknowledged. It is clear, too, that normally watchful management of a membership association requires that, in 1965, traditional activities in test analysis, test interpretation, financial aid services, etc., be put in touch with the desires of member colleges to admit more Negro youth, to assist somehow with programs for the 'underprivileged' and, in general, to adopt the newer definitions of social responsibility. The intent here, however, is to do more—namely, to accept without reservation the notion that the broadening of access to educational opportunity is a fundamental mission of the College Board, and to bring our resources fully to bear upon the problem of access limited because of educational and cultural restriction in the early environment. Second, while recognizing that human development is seamless, we note that the schools are not, and we propose to direct our program to approximately the seventh grade and higher levels. Partly this is a very normal desire to find some boundaries and focus in an area so vast that it could absorb our utmost possible effort without a trace. But mainly it is that we feel we should have a program which is relevant to our historic mission, to the scope of our present program, and to the experience and competence of the staff we have already accumulated.

"Third, without being adamant, we rather expect our best contribution to be in measurement, guidance, and administration generally, rather than in the working out of instruction within individual classrooms. Aside from these three policies—which are really one hope, one policy, and one expectation—nothing in this report is so fundamental that it cannot be expected to change, except perhaps for a single observation that should be evident but requires emphasis: The program in which we are interested has to do with a variety of American cultures and groups, including the Negro, but also including Spanish-Americans, isolated rural youth, the American Indian, and lower-class youth in the great cities. It is natural that the problems of the Negro should be particularly noticeable at the present time, but we are interested in the broader problem, and would not care to estimate now how many distinguishable disadvantaged groups might eventually be involved or, for that matter, how valid distinctions among such groups may be made.

"The program concerns are treated in four major areas and nine subdivisions. I. The Existing College Board Program: (A) The existing programs of the board, particularly the tests, must be rigorously examined to assure that they do not unfairly act against the best educational interests of disadvantaged youth. (B) Existing working conclusions, e.g., the conclusion that coaching does not affect scores on the Scholastic Aptitude Test, must be re-examined in the special case of the disadvantaged. II. The Development of Expectations About Children in School: (A) New kinds of tests must be developed and used experimentally in an attempt to give early revelation to talent which is suspected but cannot presently be shown to exist. (B) The classification and assignment procedures of American secondary schools must be studied in the hope of developing and demonstrating new systems of guidance and new materials for guidance of the disadvantaged. (C) Youth must be studied in environments different from the present school in the hope of demonstrating the advantageous effects of new perceptions of young people by adults and of new self-perceptions by youth themselves. III. Definition of 'The Disadvantaged.' IV. Relationships to Individual Member Institutions and Other Agencies: (A) Support must be found for attempts to bring together and give order to the multitudinous activities around the nation aimed at assisting disadvantaged youth. (B)

Central staff support must be provided in whatever way is appropriate to the many attempts of collegiate members of the board to assist in the work of secondary schools with minority youth. (C) Finally, the board must be prepared to give occasional support and assistance to school programs of particular promise simply to increase their visibility to the educational community as a whole."

589. School Dropouts and Society: A Study of a Training Program, *Elliott A. Krause, Department of Sociology, Northeastern University, Boston, Massachusetts.*

This is an observational and statistical study of a work-habit training program for "hard-core" Negro, Puerto Rican, and white school dropouts in Boston. The researcher feels that the program fails because of the severity of upsets in the trainees, but primarily because of discrimination against dropouts, especially nonwhites, and the lack of employment opportunities. He feels the poverty program bureaucracy refuses to serve the group after one year because the "payoff" in placement terms is too low. The social context of the training program is reviewed, and the need for real opportunities is seen as vital. The group used in the study was demographically identical to the group that rioted in Watts, Los Angeles, in 1965. Exploratory research—field notes, recordings, questionnaires, depth interviewing, and follow-up studies—were used.

It was hypothesized that to understand socialization it is necessary to understand the point of view of the one socialized as well as the goals of the socializing agents. Findings showed that "deviant" groups cannot be expected to conform to middle-class goals and values without their being offered something in return; hence (1) a change in attitudes by the white middle class (2) and a massive increase in employment opportunities and a redefinition of "minimum requirements" for many jobs are needed.

590. Curriculum and Teaching Strategies for Non-English-speaking Nursery School Children in a Family School, *Irving M. Kriegsfeld, Mission Neighborhood Centers, Inc., 2595 Mission Street, San Francisco, California, and Lilian G. Katz, Telegraph Hill Neighborhood Association, 660 Lombard Street, San Francisco, California.*

The term *family school* describes a service by means of which mothers of young children can come to the center and participate in English-Americanization classes made available by the Adult Education Department of the San Francisco Unified School District. While the mother is in the class her preschool children participate in the nursery school program in adjacent facilities. Synthesizing the work of helping services and institutions in social welfare programs is one of the objectives of the centers and is facilitated by having a wide variety of helping services under one roof.

"The recent experience of the centers with young immigrant families has led to many questions concerning how to 'tool up' for today's job of helping them. Answering these questions forms the basic objective of this paper: (1) How can we best facilitate the children's acquisition of the English language? (2) How can we affect the preschool experiences of these children in such a way as to promote their subsequent elementary school adjustment? (3) What kinds of innovations and adaptations in curriculum materials, teaching styles, nursery school designs, and other nursery school procedures would be necessary to realize the above goals? (4) Furthermore, if the children in the family schools do achieve a mastery of English, then at the end of their nursery school experience they will become 'true bilinguals.' [Recognizing that] . . . such linguistic skills [have increasing value], and that foreign language study is now required in California's elementary schools can we significantly affirm, value, and develop the child's mother tongue so as to preserve this unusual head start for them?"

The fifty-page pamphlet was prepared for the Mission Neighborhood Family Center and the Telegraph Hill Social Center to help them in their work; it is hoped that the exploration might be meaningful to others dealing with similar problems. Literature is reviewed concerning the broad problems, special problems, and nursery education objectives, curriculum, and teaching strategy. Conclusions and recommended plans, based upon the family schools' experiences and the literature, are presented. "The most fruitful approach," it is suggested, "seems to be to mix the children with their English-speaking contemporaries. This same procedure also seems to be the most promising approach to help the children with their elementary school readiness, and their problems of acculturation." Fostering the children's bilingualism is also recommended.

591. Materials for Educationally Disadvantaged Youngsters, *Daniel U. Levine, Center for the Study of Metropolitan Problems in Education, School of Education, University of Missouri at Kansas City, 5100 Rockhill Road, Kansas City, Missouri.*

"Most teachers in inner-city schools recognize that the great bulk of materials designed for 'standard' school situations is inappropriate in working with disadvantaged children. It is not easy, however, for them to select and acquire suitable materials, and even the most outstanding teacher can hope only for minimal success unless a great deal of support is available. The purpose of the study proposed herein is to test what happens when such support is provided on a systematic basis. The objectives of the proposed study are to improve achievement in language arts and other basic skills among a population of disadvantaged students by encouraging the introduction of materials appropriate to their needs and interests and to help a group of future teachers overcome fears which make them reluctant to seek or accept teaching positions in inner-city schools.

"Between ten and fifteen teachers and their students in second- to sixth-grade classrooms in a single elementary school will participate in the study. Funds will be used to acquire consumable-type instructional materials and supplies in significantly greater quantity than is now possible in most urban school districts. The University of Missouri at Kansas City will offer an in-service training course designed to develop teachers' competencies in evaluating and constructing instructional materials. This course will be offered in the school in which the project is conducted in order to facilitate and coordinate the efforts of the teachers participating in the project. The University of Missouri at Kansas City will also provide each teacher in the project with the assistance of an undergraduate student who is interested in inner-city education and whose duty it will be to assist the teacher one hour a day four or five days a week. The assistant can handle the mechanics involved in locating or duplicating materials, administer tests or seatwork while the teacher prepares materials, or assist in whatever way the teacher desires.

"The experimental program will begin in September 1965 and will operate for two academic years. A number of faculty members from the University of Missouri at Kansas City who are expert in various aspects of education in inner-city schools will serve in an advisory capacity. The project will be evaluated in terms of whether it stimulated improved academic performance among the pupils it is designed to serve. Academic performance will be measured primarily through the use of achievement batteries already in use in the Kansas City Schools."

***592. A Study of Methods Designed to Improve the Relationship Between Parents' Attitudes and the Underachievement of Their Elementary School Children,** *Maurice L. Pettit, Research and Development Center, Central Washington State College, Ellensburg, Washington.*

"The primary objectives of this study are: (1) To determine the differential effectiveness of certain group methods to involve parents of underachieving elementary school children in a program designed to ameliorate the conditions of underachievement as these conditions might center upon parent-child relationships; (2) to identify certain interaction effects: (a) between these group methods and changes in parents' attitudes; (b) between these group methods and changes in academic performance of their underachieving children; (3) to explore the feasibility of increasing the involvement of parents (by these group methods) in the remedial education of their children within the public school setting; and (4) to identify those group methods which might be used to reduce the possibility of the student's becoming a dropout and a nonproductive member of our society.

"Three different methodological orientations are to be used to involve the parents of underachieving elementary school children in efforts to promote improved parent-child relationships: group guidance, group dynamics, and a combination of the two. Certain dimensions of the parents' personalities are to be measured before and after their group experiences. Achievement tests will be used to measure any changes in their underachieving children's academic performance—in reading and arithmetic, particularly—before and after the parents' involvement and to identify more fully their personal reactions to it. These interviews will constitute also a quasi-clinical evaluation of the parents' attitudinal changes and will be used in conjunction with the more formal measures of the results of their group experiences."

***593. Demonstrations as Change Agents in Education,** *William M. Roggs, Coordinator, Demonstration Project for Gifted Youth, 105 University High School, University of Illinois, Urbana, Illinois.*

The concept of a demonstration as a change agent in education has been under investigation in varying school settings and with varying programs. Twenty-four demonstration programs have been established in Illinois. The project has been under way for two years. Two of the projects involve neighborhood schools that are predominately Negro or all-Negro. An attempt is made to introduce some of the modern curriculum projects and teaching strategies appropriate for talented and gifted children with the view of asking other schools to come in to see what is taking place. Three specific objectives are sought: (1) to make a visitor aware of the nature of the innovations; (2) to legitimatize the innovation in the eyes of the visitor; and (3) to offer services to the school and community from which the visitor comes to implement a particular innovation being demonstrated, if the visitors wish to make the change.

***594. Evaluation of Project ABC (A Better Chance): Evaluation of Dartmouth College–Independent Schools Scholarship Program for Disadvantaged High School Students,** *Alden E. Wessman, Project ABC, Dartmouth College, Hanover, New Hampshire.*

This study, supported by the Cooperative Research Branch, U.S. Office of Education, is a five-year research evaluation of the educational, personal, and social effects of Project ABC, which takes underprivileged boys, 13 and 14 years old, and brings them to Dartmouth for an eight-week summer program and then sends them on to an independent school. Data was collected during the past two summers; now the project is fully funded and will continue with a full-scale operation of a follow-up study during the next few years.

The evaluation study is concerned with: (1) determinants and correlates of success and failure in terms of intelligence, ability, and personality traits; (2) educational accomplishments —the nature of the academic gains and educational achievements and effect upon college entrance; and (3) personal and social changes. The research program involves careful record-keeping; standardized observation testing and interviewing, including achievement test, I.Q. tests, personality inventories, and interest questionnaires; and teacher ratings. Selected aspects of the testing will be carried out with a matched control, so that important comparisons can be made. A follow-up study is made of the students after two years' experience in the preparatory schools.

BRIEF NOTES

595. A Reappraisal of Vocational Guidance for Minority Youth, *Irving Babow, University of California Extension, Berkeley, California.*

The reappraisal was made in the light of developments in the United States in the past decade which are believed to have modified the nature of the needs of minority youth for vocational guidance. Empirical data collected between 1955 and 1959 was re-analyzed, and current programs were observed. It is suggested that "those who most need vocational guidance and training are least likely to get it."

***596. Impact on Learning and Retention of Specially Developed History Materials for Culturally Deprived Children,** *Robert W. Edgar and Carl Auria, Queens College, Flushing, New York.*

It was hypothesized that "there will be a greater growth in interest in history and in understanding of general and specific history concepts if material, either textlike or in the form of fiction and biography, about the Negro is made part of a study of the Civil War period by eighth graders, than with the usual history text." A control group of four classes was taught with the usual text; there were two experimental groups—one with textlike material on the Negro, and the other with fiction and biography. Pre-, post-, and long-term retention testings were employed.

597. Dropouts: Gleichen, Alberta, Blackfoot Indian Reserve, 1965, *Anthony D. Fisher, Department of Sociology and Anthropology, University of Alberta, Edmonton, Alberta, Canada.*

Data were collected through a census and an interview survey of junior high school students on the Blackfoot Indian Reserve (students of four schools: two integrated, two residential). The sample consisted of 179 students enrolled between 1961 and 1964. The aims were primarily descriptive; concern was with discovering the whereabouts of this group, its educational attainments, and a sample of its attitudes. More than 50 per cent of the Blackfoot Junior High School students were found to drop out of school by grade 9.

598. The Educational Experiences of Noncollege Youth, *Blanche Geer, Youth Development Center, Syracuse University, Syracuse, New York.*

***599. Evaluation of "Youth and Work" Training Programs Established by the New York State Division for Youth Problems,** *Irwin J. Goldman, New York State Division for Youth, 270 Broadway, New York, New York.*

The problem is to determine whether work-training programs such as the "Youth and Work" programs are effective in promoting the vocational adaptation of school dropouts in New York City, Syracuse, Buffalo, and Rochester. It is hypothesized that programs incorporating such components as supervised work experience and/or counseling, and/or remedial instruction, and/or trade training affect the later work history of trainees. Eight programs varying in the above components are under study. Trainees (over 2,000) are compared with control groups in terms of postprogram work history for several years. Program process is examined with reference to work history differentials.

Findings are confidential until the two-year follow-up is completed.

600. Social and Cultural Factors Related to School Achievement, *Bernard Goldstein, Urban Studies Center, Rutgers University, New Brunswick, New Jersey.*

The purpose is to gain insight and understanding into the way of life of youngsters growing up in a central-city blighted area, in order better to appreciate what the world looks like to them, and what it would take to interest them in exerting a greater effort to obtain an adequate education. The researchers have interviewed a sample of youth from grades 4, 6, 8, 10, and 12, in schools in the project area (including in the sample dropouts who "should" have been in the specific grades). The analysis of the data will focus on the deviant cases, those who achieve in school at a level different from what would be expected on the basis of social background.

***601. The Education of the Underpriviledged,** *F. A. McGinnis, Co-ordinator of Teacher Education, Wilberforce University, Brush Row Road, Wilberforce, Ohio.*

***602. The Development of a Listening Comprehension Test to Identify College Potential Among the Disadvantaged,** *David B. Orr, c/o College Entrance Examination Board, 475 Riverside Drive, New York, New York.*

The project will work with a group of seventh-grade Negro students, probably in Washington, D.C. In phase 1, a listening comprehension test in the English language will be constructed using "informants" from the presumed subculture being studied in order to build the test in the argot of the culture itself. Subjects will take this test plus standard tests of scholastic aptitude, including a listening comprehension test in English designed for the majority American culture. An analysis will be made to determine whether or not the new (culturally specific) listening test accounts for unique variance. If phase 1 shows that the new test does account for substantial unique variance, the subjects will be followed through junior and senior high schools to relate scores on these and other tests given to the educational record.

***603. Some Implications for Counseling of the Use of Non-Verbal Tests, Particularly with Minority Group College Students,** *S. Rogosin, Los Angeles City Schools, 3822 Evans, Hollywood, California.*

It is hypothesized that nonverbal tests enable psychologists more adequately to measure potential ability levels of minority group college students, and such tests are valuable in counseling those students concerning vocational and educational planning. The Raven Matrix A, B, C, D, and E, and the Advanced Form of the Raven Matrices have been given to junior college evening psychology students over the past three years as part of an ongoing project. A special table of norms for junior college students has been set up for both of these English tests.

604. The Development and Testing of a Model for the Identification of Potential School Dropouts, *J. Joseph Stevens, Colorado State College, Greeley, Colorado.*

***605. The Head Start Program: An Evaluation Study of Some Aspects of this Program,** *Max Wolff, Research Department, Migration Division, Labor Department, Commonwealth of Puerto Rico, 322 West 45th Street, New York 36, New York.*

VI. CRIME AND DELINQUENCY

***606. The Identification and Processing of Social Deviants,** *William J. Chambliss, Department of Sociology, University of Washington, Seattle, Washington.*

The focus of attention, in this study of the responses of official agencies to the delinquency of different racial groups, is on the likelihood of official action in the case of contact between police and courts and juveniles of Japanese, Negro, and white background. The sample consists of all Japanese students enrolled in the central-area high school with the highest delinquency rate in the city; a random sample of white and Negro students, with about the same number as the Japanese sample was also chosen. Official delinquency is determined by court and police records. Delinquent involvement is determined by reported questionnaire information, and is supplemented by observations.

The hypothesis is that "official agencies perceive seriousness of delinquency to be a function of the degree to which the actor is likely to continue in delinquency if left alone by official agencies. This in turn is inferred from the actor's 'presentation of self' at time of contact with officials. Cultural differences among Negroes, whites, and Japanese suggest that the demeanor of the first will suggest maximum commitment to deviance to the official agencies; that is, the Negro will be perceived as having maximum involvement, the white as moderate involvement, and the Japanese as minimal or negligible involvement, even in the face of evidence of involvement. This will result in high official rates for Negroes and whites, but low rates for Japanese. Actual involvement in delinquent acts, however, will not necessarily correspond to this.

"To date the findings are consistent with the hypotheses. Official rates show Japanese as having virtually no delinquency, Negroes as having high amounts, and whites as having high involvement though less so than Negroes. But self-reported involvement in delinquency indicates that although there is less involvement for Japanese than others it is not nearly as much less as official reports suggest."

607. National Center on Police and Community Relations, *Louis A. Radelet, School of Police Administration and Public Safety, College of Social Science, East Lansing, Michigan.*

"A year-round permanent National Center on Police and Community Relations to operate as a part of the School of Police Administration and Public Safety, College of Social Science, Michigan State University, has been established. The existing annual National Institute on Police and Community Relations, held each May at Michigan State University for the past eleven years, will be continued as in the past, with the new center responsible for this institute as one of its educational services in cooperation with the National Conference of Christians and Jews. Professor Radelet will continue as director of this institute and will be the director of the center.

"In general, the center will offer services to police agencies, and other components of the administration of criminal justice, as well as to more broadly directed community organizations, in four categories: (1) instructional and educational programs; (2) action-oriented research projects; (3) literature and publications; and (4) direct consultative service. In these services, the center will frequently act in a 'broker' role, with fees charged for specific tasks undertaken and completed.

"An advisory council of 3,035 members, meeting once or twice annually, will guide the work and development of the center. Establishment of the center represents culmination of five years of planning and is a logical extension of the police-community relations concept developed at Michigan State beginning in 1954, since nurtured in the annual institute and its many counterparts across the country at the local, state, and regional levels. The need for the center, and the delineation of its services, were first indicated in a national survey of 168 law enforcement agencies, done in 1961 by the School of Police Administration and Public Safety on an earlier grant of $18,150 from the Field Foundation, Inc."

BRIEF NOTES

***608. Police Department Responsibilities and Practices for**

Crowd and Riot Control, *David S. Arnold, Publications Division, International City Managers' Association, 1313 East 60th Street, Chicago, Illinois.*

***609. Aggression of Teen-age Gang Members,** *Saul Bernstein, Boston University, School of Social Work, 264 Bay State Road, Boston, Massachusetts.*

Attention in this study is focused upon the way that aggression of teen-aged gang members is expressed, with special reference to riots or riotlike behavior, the civil rights movement, and the antipoverty program. The material will be gathered through interviews with gang workers, police, human relations people, and others. Some comparisons will be made, in terms of patterns of violent behavior, with the author's earlier study of teen-aged gangs and work, *Youth on the Streets* (New York: Association Press, 1964). The researcher hopes to formulate some recommendations for action based upon his findings. The study is due for publication in late 1966.

***610. Community-Police Relations,** *Community Relations Unit, San Francisco Police Department, 850 Bryant Street, San Francisco, California.*

This informal, ongoing project is not limited to any single segment of society, but special emphasis is placed on minority group relations. Members of the unit are in continual contact with the leaders of civil rights groups, religious groups, civic improvement clubs, Parent-Teacher Association groups, and any other individuals or groups that can be of assistance in improving police-community relations.

***611. A Study of the Impact of the Spanish-American Culture on the Production of Delinquent Behavior Among Spanish-American Youth,** *Louis A. Flugler, John Ferguson, and James Kent, School of Education, University of Denver, Denver, Colorado.*

Twenty Spanish-American leaders are being interviewed to ascertain leadership patterns among Spanish-American groups and the ways in which they have coped with delinquent patterns.

612. Evaluation of the Delinquency Prevention Clinic, *Kreg Kirkham, Economic and Youth Opportunities Board, 220 North Broadway, Los Angeles, California.*

613. Gang Violence, *Ernest Manheim, Department of Sociology, University of Missouri at Kansas City, 5100 Rockhill Road, Kansas City, Missouri.*

The social setting of three gangs involved in group conflicts has been studied. The ages of the members range from 14 to 23. Participation in these conflicts was found to be related to such factors as dropout status, lack of continuous contacts with adult men, and lack of career expectations. The hypothesis employed is that adolescents who are isolated from adult male leadership and are cut off from the normal avenues of personal advancement tend to continue their random activities into early adulthood and become prone to the influence of unstable and belligerent peers.

†614. Natural Rights: Conflict and Consequence, *Ervin H. Pollack, Director of Research Services, Ohio State University College of Law, 1659 North High Street, Columbus, Ohio.*

This is a study of conflicting jural philosophies as applied by the courts to the Bill of Rights.

***615. Rehabilitation of Delinquent Boys,** *Richard M. Stephenson, Department of Sociology, Rutgers University, New Brunswick, New Jersey.*

A comparative study of treatment facilities as indicated by recidivism of 16- and 17-year-old delinquents sent to Essexfields, group centers, probation, and Annadale is scheduled for completion in late 1966. It will include a four-year study of all such boys from Essex County, New Jersey, who meet the criteria of admission to Essexfields, a nonresidential group center.

***616. Rehabilitation of Delinquent Boys—II,** *Richard M. Stephenson, Department of Sociology, Rutgers University, New Brunswick, New Jersey.*

Assessment of personality characteristics and personality changes in delinquents entering and leaving four different kinds of treatment facilities, using pre- and posttreatment MMPI's is being undertaken as part of a larger delinquent study, but with a separate grant from the National Institute of Mental Health.

***617. Comparative Adolescent Delinquency in Urban Industrial Societies,** *Jackson Toby, Department of Sociology, Rutgers University, New Brunswick, New Jersey.*

This is a study of common etiological factors in adolescent male delinquency in Tokyo, Stockholm, and three cities in Israel.

VII. THE RADICAL RIGHT

618. Radical Right Ideological Commitment: An Empirical Study of a Nonrightist Population, *Gilbert Abcarian, Department of Political Science, Sherman M. Stanage, Department of Philosophy, and Arthur G. Neal, Department of Sociology, Bowling Green State University, Bowling Green, Ohio.*

The goals of the study are: (1) testing the Abcarian-Stanage thesis ("Alienation and the Radical Right," *Journal of Politics,* November, 1965) that right-wing extremism is characterized by a unified, specifiable political ideology; and (2) the development of reliable measurement scales of right-wing extremism for application to a nonrightist population.

Questionnaires containing scales relating to five dimensions of right-wing ideology, four measures of alienation, and other items eliciting various background information, were administered to a random sample of residents of Toledo, Ohio ($N = 468$). Returned questionnaire data are being analyzed with the help of a computer. The first of several articles is in process; strong empirical support of the Abcarian-Stanage thesis is indicated.

619. Demographic Characteristics of Communities Associated with Right-Wing Attacks Upon the Public Schools, *Robert K. Bain, Department of Sociology, Purdue University, Lafayette, Indiana.*

Sixty-nine communities across the nation were identified in which, since 1959, there has been a controversy involving the local public schools in which right-wing organizations or individuals have taken a prominent part. These 69 "fight cities" were matched on population size with double the number of communities in which no such attacks or controversies were known to have occurred; and the fight and nonfight communities were compared with respect to demographic data available from U.S. Census publications.

Findings were as follows: Compared to nonfight cities, fight cities tend to be (1) more rapidly growing; (2) have a higher level of income, education, and white-collar employment; (3) have a higher proportion of home owners instead of renters; and (4) have a lower proportion of elementary-school-age children attending nonpublic schools. These findings remain when fight and nonfight cities are compared within several population size categories, except that in the smallest population size category (2,500 to 9,999) the fight cities, compared to the matching-in-size nonfight cities, tend to have a lower income level, lower education level, fewer white-collar employees, and a lower rate of population growth during the previous ten years.

620. Report to the Minister of Justice of the Special Committee on Hate Propaganda in Canada, *Maxwell Cohen, chairman, Queen's Printer and Controller of Stationery, Ottawa, Ontario, Canada.*

This report was presented to the Minister of Justice, Lucian Cardin, on November 10, 1965. The preface states: "This Report is a study in the power of words to maim, and what it is that a civilized society can do about it." Published in 1966, the 327-page report is available by mail from the Queen's Printer, Ottawa.

The titles of the chapters of this report are: (1) Introduction and Scope of the Report, (2) Hate Propaganda in Canada, (3) Social-Psychological Effects of Hate Propaganda and the Role of Law and Education as Controls, (4) Hate Propaganda: The Condition of the Law in Canada and Elsewhere—A Brief Survey, (5) Conclusions, (6) Recommendations. Four of the six appendixes are entitled as follows: (1) Seditious Libel and Related Offences in England, the United States and Canada, (2) Social-Psychological Analysis of Hate Propaganda—A Survey of the Literature, (3) Hate Propaganda in Canada, (4) Hate Legislation in Other Countries—and United Nations Documents.

***621. ABC File,** *David Dressler, California State College, Long Beach, California.*

This study of hate groups in the United States investigates several problems: persons, organizations, and publications of hate groups; their purposes and programs; their inter-relations; and their connections, if any, with political extremists. It is hypothesized that hate groups, *de facto,* cannot be differentiated from political groups of extremist stripe, which play on the hypersuggestibility of hysteroid people found in hate groups and recruit them for political purposes.

***622. The Fundamentalists of the Far Right: A Study in Religious Nationalism,** *Erling Jorstad, Department of History, Saint Olaf College, Northfield, Minnesota.*

This study is attempting to discover the relationships that exist between religious fundamentalists and political far rightists; in particular, why there is such an overlap in their ideologies and their action programs. The researcher feels that fundamentalist ministers who share far right ideologies with non-church-related spokesmen are a new, influential, and powerful voice within American Protestantism. The methods of research employed in this study are investigation of writings in the area and attendance at public rallies.

623. A Social-Psychological Analysis of Hate Propaganda: Appendix II of the Report of the Special Committee on Hate Propaganda, *Harry Kaufmann, Department of Psychology, University of Toronto, Toronto, Ontario, Canada.*

This report begins with some working assumptions: (1) "There exists, in a large population, a relatively small number of individuals preoccupied with intense feelings of hostility, for which in many instances we have no satisfactory explanations. Their proportion is probably affected by social, economic, and political variables, but cannot be assumed to be zero in any society. Their hostility may be indiscriminately directed against all people, or may be focused upon specific groups, however irrationally defined. Whether such individuals are truly pathological, ignorant, criminal, or simply statistical accidents, their undoubted interest to persons concerned with mental health is not denied. In the context of the present document, however, little weight will be placed upon the seeking out of phylo- and ontogenetic determinants of such deviation. Instead, the examination of such individuals will limit itself to two aspects: (a) Responses of the persons with whom they seek to communicate and the social milieu in a wider sense which might affect the content, form, intensity, and frequency of their communication attempts; (b) their characteristics as perceived by the recipients of communications that might affect the acceptance of these communications. Individuals who pursue hate strategies purely for gain will not be differentiated in this study." (2) "Rather than view the world as populated by two kinds of people, authoritarians and liberals, we shall consider the many members of a society as being composed of individuals whose behaviours and attitudes can assume, under properly conducive conditions, widely different forms of mutual respect or intolerance. Except as stated above, we shall not be concerned with the rare individuals at either end of the spectrum, the violent hater or the near saint." (3) "The notion of a one-to-one relationship between frustration and aggression is dismissed, not because it has been conclusively disproved, but because it has been found inaccurate, inadequate, or unparsimonious in the explanation and prediction of behaviour. Similarly, catharsis as a necessary and sufficient safety valve for accumulated aggressive needs, and displacement as attack taking place upon some hypothetical dimension of similarity, are not taken into consideration." (4) "The final working assumption is that people of all ages, and irrespective of other factors such as intelligence, education, and economic status, are, to a greater or lesser degree influenceable by rational or emotional persuasion to change both their attitudes and their behaviour, aggressive or otherwise."

The second chapter deals with social and cultural variables that might affect emission of propaganda on the part of the communicator, and receptivity on the part of potential converts. The communication situation itself is discussed in detail in Chapters 3, 4, 5, and 6, dealing, respectively, with communicator characteristics as perceived by the recipient, variables of the communication, personality correlates of persuasibility, and interactions among those three elements. The last four chapters deal with the possible effects of hate propaganda upon the targets of such propaganda, analysis of a variety of non-legal measures designed to counteract the effects of persuasive communications, analysis of the psychological aspects of law, and propositions regarding some possibly fruitful areas for future research.

The report was prepared for the Advisory Committee to the Minister of Justice (Canada).

***624. Right-Wing Pressure Groups,** *May Parish, Berry College, Mt. Berry, Georgia.*

***625. A History of the Anti-Bolshevik Bloc of Nations,** *John D. Playford, Department of Politics, Monash University, Clayton, Victoria, Australia.*

This study involving the radical right will be a history of the Anti-Bolshevik Bloc of Nations (ABN) whose headquarters is located in Munich, West Germany. Particular attention will be paid to the ABN's origins, ideology, affiliated national bodies, and its leadership. Background information on the organization's Western supporters will also be included.

VIII. ACTION PROGRAMS RELEVANT TO INTERGROUP RELATIONS

COMMUNITY RELATIONS

***626. Metis-White Relations: Experimental Program in Community Recreation,** *B. Y. Card, University Committee for Social Research, Department of Educational Foundation, University of Alberta, Edmonton, Alberta, Canada.*

The focus of this study is a northern community where the population is approximately half of Indian ancestry (Metis) and half of white ancestry. The design of the research is participant observation during summer projects involving community cooperation with the University of Alberta Committee for Social Research. This approach combines an abstract role analysis based on logs and reports of project workers. The purpose is twofold: (1) to assess the use of recreation as a means of helping evolve social organization, particularly in Metis segments of the community; (2) to explore role possibilities for community workers as their community involvement leads to accretion of function. It is hypothesized that in a community where the minority group population is underorganized and underinvolved this situation changes as the functions of the organizations of majority groups or of the community as a whole increases. It is assumed in this study that recreation provides an area for functional accretion.

627. Jewish Theological Seminary of America Program of Intergroup Activities, *Jessica Feingold, Institute for Religious and Social Studies, The Jewish Theological Seminary of America, Broadway and 122 Street, New York, New York.*

Begun by the faculty and board of directors of the seminary in 1938 as the Institute on Interdenominational Studies, and since expanded into the Institute for Religious and Social Studies and the Institute on Ethics, the department of intergroup activities brings to the seminary scientists, scholars, religious leaders, and men of affairs. The courses, seminars, and conferences of the department annually attract hundreds of clergymen of more than twenty denominations, and special series for younger ministers and theological students have enlisted the cooperation of eight theological seminaries. Publications resulting from institute studies include more than twenty volumes.

628. Dual Enrollment in Public and Nonpublic Schools: Case Studies of Nine Communities, *James E. Gibbs, Jr., State School Systems Section, Carl J. Sokolowski, School Law Unit, August W. Steinhilber, School Law Unit, and William C. Strasser, Jr., Educational Administration, U.S. Department of Health, Education, and Welfare, 400 Maryland Avenue S.W., Washington, D.C.*

This report focuses on the development and operation of dual enrollment programs in nine communities in the United States. It presents descriptive accounts which illustrate and clarify what this type of program is, why it was developed, how it operates, and what people closely associated with it think about it. There are unresolved questions about dual enrollment—its constitutionality, its impact on pupils and school systems, and its practical limitations—and the intent of this report is to shed light on some of them, without making value judgments.

"For the purposes of this study, the term dual enrollment is defined as an arrangement whereby a child or youth regularly and concurrently attends a public school part time and a nonpublic school part time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the nonpublic school. For example, 50 children may attend a public school from 8:45 A.M. to 11:30 A.M., Monday through Friday, during the school year to study mathematics, science, and art, and a nonpublic school from 12:15 P.M. to 3:15 P.M., Monday through Friday, during the same school year for social studies, English, and religion. Or, 30 children may attend a public school from 1:30 P.M. to 3:15 P.M. each Tuesday during the school year to study industrial arts and homemaking, and attend a nonpublic school during the remainder of the school week for the rest of their studies."

Dual enrollment programs in the following nine communities in five different states were chosen for study: Allegheny County and Pittsburgh, Pennsylvania; Cabell County, West Virginia; Cherry Hill, Flint; Kearsley Community School District, and the Warren Consolidated School District, Michigan; Hartford, Connecticut; and Kimberly, Wisconsin. Selection of the communities included in the report was made on the basis of differences in (1) state legal and administrative provisions affecting dual enrollment, (2) characteristics of the communities, and (3) characteristics of dual enrollment programs.

In order to represent a variety of community situations in the cases, communities were selected in terms of several factors. Since dual enrollment at this time apparently involves arrangements chiefly between Roman Catholic and public schools, the proportion of Roman Catholics in the population of the community was a factor in selection. The cases also represent a variety of population densities, ranging from highly dense city areas to suburban areas to a mixed urban rural area. Finally, some economic factors were considered. Several communities with relatively high local tax resources are represented, as are some with relatively low local tax resources, and some with an intermediate range. Five factors were considered in developing the characteristics of the nine dual enrollment programs: (1) the number of years of the community experience with this type of program; (2) the proportion of the total number of public school pupils dually enrolled; (3) the grade level of the program; (4) the number and types of subjects offered by the public school to pupils in the program; and (5) the length of time pupils studied dual enrollment subjects in the public schools.

Copies of the report (OE-24014, Cir. No. 772) are available for 50 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

***629. The Developing Community of Charity,** *Arthur E. Gordon, Department of Theology, Loyola College, 4501 North Charles Street, Baltimore, Maryland.*

The problem was the relationship between (1) understanding of various religious doctrines and (2) amicable relationships between members of the various religious groups. Lecturers from

12 religious groups presented sketches of their religious beliefs and practices, and evaluations of their relationships with other groups; between 8 and 30 persons were engaged in the discussions.

"The findings were twofold: (1) It seems true in general that the better a group is known, the better the relationships are with that group. Notable friendships were formed, and an aura of greater understanding prevailed in general. However, (2) for some as yet undetermined reason, possibly residing in the individual character of some persons, or possibly even in the variant doctrines involved, a few of the people simply became more estranged from a religious group other than their own, despite their increased knowledge of the other group."

***630. Community Action Training Center of Syracuse, New York,** *Robert S. Pickett, 300 Slocum Hall, Syracuse University, Syracuse, New York.*

This is an antipoverty program directed at developing powerful democratic organizations in low-income areas. Although most of the participants are Negro, there is a sizable white poverty group as well. The research problem is a straight narrative account of the origin, rise, and fall (funds cut off by U.S. Office of Economic Opportunity) of the program and its impact on the community. Historical documentation, participant observation, and interviews of community power figures were used in making the study. The researcher reports that external impact assisted, but internal dynamics plus a federal government decision side-tracked the imaginative program to aid the poor in achieving power. The date of completion of this project is set for December 30, 1966.

***631. SCOPE Project,** *Kenneth H. Pohly, Director of Religious Activities, Otterbein College, Westerville, Ohio.*

SCOPE—Students Concerned Over People Everywhere—is a program of volunteer involvement in the life and problems of people, with particular emphasis on the inner city of Columbus, Ohio. More than 120 Otterbein College students have volunteered to work in "CRAM" (Craft, Recreation, Art, Music) sessions, work camps, community calling and talking to residents about the area in which they live (projects at the request of the community), and supervised study sessions for inner-city children.

In the community explorations project, each Otterbein volunteer is assigned one or two children from a culturally deprived neighborhood; the children are taken on monthly visits to places of interest in the area. The project has the cooperation of the Columbus Board of Education, and is currently working out of two elementary schools.

632. Southern Appalachian Migration, *Sibyl B. Silverman, Research Department, Community Welfare Council, 184 Salem Avenue, Dayton, Ohio.*

The problem of this study was to determine and assess Southern Appalachian migration into urban centers. Comparisons with the community as a whole were made on such factors as income, education, health, employment, and social group characteristics.

Interviews were conducted with five community leaders, with five families coming from Appalachia, and with students from the Berea, Kentucky, workshop. Use was made of U.S. Census (1960) data, the Dayton *Social Profile* (1963), and the Mental Health Survey.

The researcher reports the following findings: (1) Southern Appalachian migration accounts for approximately 17 per cent of Dayton's population; (2) major reason for migration is economically determined, (3) population concentration is in one section (East Dayton), (4) income, education, employment opportunities of migrants are lower than Dayton average, (5) for 10–15 per cent of the migrants, the adjustment period is difficult, (6) they relate to extended structure, (7) mobility is high, (8) intragroup identification minimal, (9) concept of social institutions minimal, (10) intergroup communications nonexistent, (11) religious attitudes play very significant role in social structure and the general life situation.

This study was completed in September, 1965.

BRIEF NOTES

†633. Neighborhood Organization Project of Newport, Rhode Island, *S. M. Christopher, Department of Sociology, Salve Regina College, Newport, Rhode Island.*

This project is proposed for the summer of 1966 and will be conducted by the Community Action Program in a primarily Negro area of Newport.

***634. Columbia Theological Seminary Project,** *Ludwig R. Dewitz, Department of Old Testament, Columbia Theological Seminary, Decatur, Georgia.*

Students have been working with Negro churches in the inner city of Atlanta, and biracial seminars have been conducted.

***635. Ecumenical and Community Leadership Institutes,** *Philip R. Harris, Association for Human Emergence, Inc., 445 Waupelani Drive, State College, Pennsylvania.*

Believing that tension between peoples of different races and religions is reduced when they work together in community and social action projects for the common good, the association provides such opportunities. At the leadership institutes, evaluation sheets are passed out to record changes in attitudes resulting from this experience of living together for two or more days (usually six) for in-depth training. It is felt that the first year's experience has opened new vistas which are now being probed. Guidance on how to finance more scientific research is being sought.

†636. The Organization and Support of a Community Relations Council, *Jack P. Kinton, Department of Sociology, Carthage College, Kenosha, Wisconsin.*

This will be a study of how a community relations council organizes and what type of support it gains, in the predominately workingclass community of Kenosha, Wisconsin, from workingclass organizations.

***637. The Rent Strikes in New York City,** *Michael Lipsky, c/o Department of Politics, Princeton University, Princeton, New Jersey.*

***638. YWCA Projects,** *Thelma Mills, Houston YWCA, 5701 Jackson, Houston, Texas.*

This YWCA has several projects, including an Intercultural Club, clubs and classes in all areas of Houston (including depressed areas), and a project involving Negro fifth and sixth graders and white students from Rice University.

***639. Curriculum Improvement Project, K–6, in the Area of Racial and Cultural Diversity in American Life,** *Harvey Pressman, Lincoln Filene Center, Tufts University, Medford, Massachusetts.*

This involves the production of materials which could affect the relations between groups and an evaluation of how existing materials may affect these relations.

†640. A New Approach to the Inner City, *Melvin Prince, Scholastic Research Center, 50 West 44th Street, New York, New York.*

This proposed study will be a large-scale demonstration and evaluation program. The researcher hypothesized that rational and planned social change is possible; rioting and the breakdown of law and order can be predicted and avoided in the inner city. Research designs are still being formulated.

641. Prejudice and the Way to Combat It, *J. O. J. Vanden Bossche, UNESCO Institute for Education, Feldbrunnenstrasse 70, Hamburg, West Germany.*

Two meetings with this theme were sponsored by the institute.

CULTURALLY DISADVANTAGED CHILDREN

***642. A Report on the UCLA Educational Opportunities Program for Economically and Environmentally Disadvantaged Students,** *Anne Allen, Educational Opportunities Program, University of California, 405 Hilgard Avenue, Los Angeles, California.*

The project is based on the belief that disadvantaged students from schools in poverty areas which have not provided a significant number of successful UCLA students in the past, can, when given the proper financial, personal, and academic assistance, be successful at the university. An initial group of 33 disadvantaged students were enrolled on the basis of strong recommendations from high school and college counselors. Close supervision and assistance are being made available in order to maximize chances of success. For the first semester, the over-all grade-point average for the group was about 2.5, and quite similar to the over-all grade-point average of all UCLA undergraduates.

***643. Special Summer School,** *Willard J. Congreve, University of Chicago Laboratory High School, 1362 East 59th Street, Chicago, Illinois.*

A special summer school was conducted for apathetic, unmotivated, but able high school youngsters. Interest was in whether these youngsters could change their self-images and improve their attitudes toward school by being immersed in a social-learning situation which contained intense interpersonal relationships. Twenty-nine boys, five experienced high school teachers, and nine college students were involved under the direction of Mr. Congreve, the principal of the school. He reports: "Attendance was 96.6 per cent. All boys except one said he had been affected by the program. Obvious changes in attitude took place during the eight-week period. There were also exciting changes in the teachers and teacher assistants."

***644. Collegefields Group Educational Center,** *Harry N. Dubin, Collegefields Group Educational Center, Laboratory for Applied Behavioral Science, Newark State College, Union, New Jersey.*

This is an educationally based group rehabilitation center for potential school dropouts who are also youthful offenders. A guided group-interaction peer-group orientation is being carried on in a school setting.

***645. Cooperative Education Project for Disadvantaged Youth,** *Leonard H. Hildebrandt, Cooperative Education Project for Disadvantaged Youth, Golden Gate College, 220 Golden Gate Avenue, San Francisco, California.*

This project, made possible by a grant from the Ford Foundation for the Advancement of Education, is being conducted for a three-year period to make it possible for students in minority groups who are economically disadvantaged to have the opportunity to secure a college education. Twenty new students are admitted to the project each year, working for an A.A. or B.A. degree. Students take a minimum full academic course in the morning and are employed in creative work experiences in the afternoon. Positions in industry are secured by the project. The project has been in operation for one year, and the researcher reports that the evaluator from the Ford Foundation has judged its results "excellent." He also reports that 19 of the 20 students in the first group have made excellent progress. All have done exceptionally well on their work assignments. One-half have done exceptionally well on their college work, and the other half are progressing.

***646. Evaluation of the Social and Psychological Effects of a Community Tutoring Program,** *Richard A. Lamanna, Department of Sociology, University of Notre Dame, Notre Dame, Indiana.*

"Analysis of the consequences of tutoring underprivileged children by college students in South Bend, Indiana, involves 650 elementary and junior high students and an equal number of college students. This year (1965–66) instruments will be developed and a descriptive study of the group will be carried out. Next year (1966–67) a before-after study with a control group of nonparticipating students will be carried out."

***647. Career Guidance Program,** *George E. Leonard, Department of Educational Guidance and Counseling, Wayne State University, Detroit, Michigan.*

Following a two-week seminar some 55 teachers from southeast inner-city Detroit are working in their respective schools in order to try to offer more extensive career guidance to their 8,500 students with the help of trained counselors. The purpose of the project is really twofold: (1) to affect the levels of aspiration of the poverty-stricken youngster who has grown up in the underdeveloped area known as the inner city; (2) to provide this same youngster with information regarding the means of attaining his new-found goals. Detroit industries connected with Plans for Progress, several community agencies, and six local universities will continue to work with these educators throughout the 1965–66 school year and the course of the entire project.

648. Students Together: A Tutoring Program for Disadvantaged High School Girls, *Sister Ester Regis, Department of Education, Molloy College, Rockville Centre, New York.*

Under the antipoverty legislation, Molloy College had been engaged with the diocese of Rockville Centre in a tutoring program for 50 disadvantaged high school girls. The greater number of these girls are of Negro parentage. Most of the tutors are white college students who have volunteered two hours every Saturday morning to help the students. The research involved will be a study of the pretests administered early in the program in reading and mathematics and the post-tests to be given at the end.

***649. Education for the Economically and Culturally Disadvantaged,** *Albert Reiners, School of Education, Seton Hall University, South Orange, New Jersey.*

Pre-High School Head Start: A summer skills and enrichment program to aid the transition to high school of 105 eighth-grade Newark graduates; and an integral Preservice Teachers Institute to orient beginning teachers to the culture, personality, and problems of disadvantaged youth through direct involvement and study seminars.

It was hypothesized that children from schools in impoverished areas would respond to and could benefit from skills and enrichment in the summer toward a better start for high school. Research methods used in this study will be observation and post-evaluation by questionnaires and interviews with participants.

***650. Project APEX,** *Emilio Rivera, Project APEX, New York University, East Building, Washington Square, New York, New York.*

This project involves selecting 60 recent high school graduates who were in the general curriculum in various high schools in "culturally deprived" areas, and putting them in a special educational program designed to overcome their deficiencies and have them enter the regular university program.

Most of the students are Negroes or whites of Puerto Rican origin. All are exposed to classes and other activities as a group. They spent four weeks living together at the NYU Camp where special emphasis was given to various problems of intergroup relations and living. They now live together on campus and will be in the program for five years. Tentative findings include advances in academic ability, self-respect, respect for others, and raised levels of aspiration.

651. College Discovery Program, *Claire Selltiz, Kenneth B. Clark, and Lawrence Plotkin, Social Dynamics Research Institute, City College of the City University of New York, Convent Avenue and 137th Street, New York, New York.*

The Board of Higher Education of New York City has undertaken this "College Discovery Program," the goal of which is to identify students from culturally deprived backgrounds who may have the ability to perform college work but whose high school background and performance do not make them eligible for college. This is planned as a five-year experimental program. In the first two years of the program approximately 750 such students have been accepted by the New York City community colleges. During the summer before their entrance, they will be given diagnostic and remedial work at the community college they are to attend; during their first year at the community college, they will receive intensive counseling. During their second year they will be given no special treatment. Upon completion of the second year, if their grades are satisfactory, they will be eligible for transfer to one of the city's senior colleges.

The newly created Social Dynamics Research Institute (within the psychology department of City College) will carry out the research aspects of the program—evaluating the results and trying to improve techniques for identifying students with potential college ability but deficient backgrounds.

***652. Project TRUE,** *Marjorie B. Smiley, Department of Education, Hunter College of the City University of New York, 695 Park Avenue, New York, New York.*

"Project TRUE (Teacher Resources for Urban Education) sponsored by the Department of Health, Education, and Welfare, Office of Juvenile Delinquency and Youth Development, and by Hunter College was begun in 1962. Its purpose is to develop curriculum materials and methods to improve the preservice and inservice preparation of teachers serving children and youth in depressed urban area schools.

"Original data have been gathered by observation teams in urban slum schools, tape recording sessions covering a semester each with beginning teachers in elementary and junior high schools, and interviews with children, parents, teachers, and administrators. The current literature in the field of urban education and related areas has also been examined. Several elementary and secondary school classes have been recorded on videotape, and plans for 1965–66 include taping more classes.

"Based on these data, a number of instructional materials have been completed in experimental form. During 1965–66, additional materials will be prepared. As they become available these materials are used and evaluated in selected teacher preparation courses at Hunter College and elsewhere. The response of the course instructor and the class to the material will be utilized by the author in refining the work for a final edition. The materials are also circulated to specialists in the field, and their comments and suggestions for revision are solicited."

653. Southern Student Project Evaluation, *Robert M. St. Clair, American Friends Service Committee, New York Metropolitan Region, 15 Rutherford Place, New York, New York.*

"The American Friends Service Committee, through its New York Metropolitan Regional Office, has for the past several years arranged for Negro students from segregated schools in the South to spend their last two years of high school studying with Northern families, very often in communities which are virtually all-white. We hope in this way to achieve two things: (1) to give an opportunity to study in an 'integrated' situation in the North to students who show ability, so that they may be better prepared for and more easily accepted into colleges of high standards. We hope that these young people will eventually return to the South and that some of them may in time become leaders in furthering understanding between the races. (2) To gain for ourselves, through our host families, schools, and communities, experiences in human relations which will increase our understanding and deepen our involvement with the human community."

An attempt has been made by the researcher to evaluate the project. A census was taken of all participating students (38 to date), their families in the South, and the host families in the North. The majority were interviewed personally, although some were sent mailed questionnaires. Southern school advisers, Service

Committee contacts in the South, Northern students who knew the Southern students, Northern school advisers, teachers, and local committee members were also interviewed.

Fifty-two conclusions and recommendations are included in the report. On the basis of the findings, expansion of the program and exportation of the idea to other AFSC regional offices and to other groups is recommended.

654. Upward Bound (Preparation for College), *John Warfield, "Upward Bound," Office of Director, University of Oregon, Eugene, Oregon.*

This program of the U.S. Office of Economic Opportunity is involved in working with economically deprived high school youth to prepare them for entry into the university. No formal research is involved in this program, although intergroup analysis from interested graduate students is expected.

SCHOOL DESEGREGATION

***655. Negro College Graduates in a Racially Integrated School and Community,** *Daryl J. Bem, Department of Psychology and Industrial Administration, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.*

Twenty-eight graduates from Southern Negro colleges are participating in an intern program sponsored by the Office of Economic Opportunity, Department of Health, Education, and Welfare. Their progress is being followed, and their self-perceptions as they spend the year in a racially integrated school and community situation are being examined. Personality questionnaire data, grades received in their academic courses, and Graduate Record Examination scores are being employed in this study. Data analysis should be completed by August, 1966.

***656. Quiet Integration,** *Grant Bogue, Department of Anthropology, University of Arkansas, Fayetteville, Arkansas.*

This is a study of the progress of integration in Fayetteville, Arkansas, where a considerable measure of integration has occurred without overt strife, to find out why it occurred.

***657. Buffalo School and Community Study,** *Center for Urban Education, 33 West 42nd Street, New York, New York.*

A study of the public schools of Buffalo, New York, aimed at assisting the State Education Department of New York as it develops a program for quality desegregated education in Buffalo, is being conducted at the Center for Urban Education. The initial phase of this planning research will focus on devising a satisfactory program for the adequate education of children in a racially desegregated school system and utilizing data obtained in analysis of demographic, community-interest, and educational-structure data. A longer-term evaluation will also be carried out, aimed at providing assistance to the state as it implements its plan in the Buffalo public schools.

The estimated terminal date for the first phase of this study is June, 1966.

***658. Quality Desegregated Education in Bridgeport, Connecticut,** *Center for Urban Education, 33 West 42nd Street, New York, New York.*

The Center for Urban Education, under contract with the Bridgeport, Connecticut, Board of Education, will provide planning and research services to assist the Board in its development of a plan for quality desegregated education in the public schools of the city. This research will be conducted in four stages. Stage one will be carried out February 1–March 31, 1966, and will include collection of basic data to form a plan for quality desegregated education. Stage two will be carried out April 1–June 30, 1966, and will involve assisting the board in preparing its plan, and completing initial assessments of the public school organization. Stage three will be carried out July 1–September, 1966, and will include assisting the board in the implementation of its plan. The fourth and final stage will be carried out October 1, 1966– June 30, 1968, and will include periodic evaluations of the ongoing plan, and periodic consultation with the board to assist in the continuing operation of the plan for quality desegregated education in the city of Bridgeport.

***659. Study of Involuntary Busing and Integration of Ele-**

mentary School Children, *Nathan Gross, Seattle School System, University of Washington, Seattle, Washington.*

Underused schools in lower- to middle-class white areas in Seattle, Washington, have been assigned as receiving schools from three crowded schools located in the central area. The researcher will observe differences in earned grades from those predicted by previous performance as well as other behavioral differences on the part of both Caucasian and Negro students.

***660. Evaluation of a New Plan for Desegregating the Boston Schools,** *Gerald S. Lesser, Laboratory of Human Development, Larsen Hall, Appian Way, Cambridge, Massachusetts.*

Several suburban communities surrounding Boston have arranged to accept urban Negro children. This study will evaluate the impact of this new "Metco" suburban plan on both the Negro and white children. The Metco plan is still in its early stages; the proposed starting date is September, 1966.

661. School Desegregation in Leavenworth, Kansas, *Daniel Levine, Center for the Study of Metropolitan Problems in Education, School of Education, University of Missouri, Kansas City, Missouri.*

The Leavenworth, Kansas, School District has paired several sets of elementary schools in order to provide better education and reduce segregation by locating the primary grades in one building and the middle grades in another. The pairing has been carried out very smoothly, without giving rise to controversy. Teachers, administrators, and interested citizens feel that the plan has been very successful. An examination of the cumulative records of third and sixth graders and interviews with teachers, administrators, and parents were used. Four major reasons were identified which help account for the Leavenworth District's success in pairing two of its elementary schools. The Center for the Study of Metropolitan Problems in Education sponsored the study.

***662. Integrated Residence Halls,** *John E. Shay, Jr., Dean of Student Affairs, Marshall University, Huntington, West Virginia.*

A policy of assigning residence hall rooms without regard to race was inaugurated this year. All students living in integrated rooms (about 30) are being interviewed at the present time. The approach is informal.

CURRICULUM

***663. Intergroup Relations Education,** *Peter I. Rose, Department of Sociology and Anthropology and Social Science Research Center, Smith College, Northampton, Massachusetts.*

"We are in the process of analyzing data with which to assess the nature of college level teaching of courses in racial and ethnic relations in the United States. All departments of sociology, psychology, and education in American colleges and universities were mailed questionnaires to be filled out by those teaching such courses. There are approximately 2,000 schools in the 'sample'—the number of departments, of course, varies markedly. Thus far we have fairly extensive data on 678 ongoing courses and information about many others—and we have many 'no' cards indicating the lack of such courses in specific departments or colleges."

A preliminary report was to be available in the late summer of 1966; a published monograph, in 1966–67.

PREPARATION FOR TEACHING AND SCHOOL ADMINISTRATION

***664. Training Center for Teachers of Migrant and Disadvantaged Children,** *Paul F. Griffin, Training Center for Teachers of Migrant and Disadvantaged Children, Oregon College of Education, Monmouth, Oregon.*

"The goals of this project are: (1) to establish a training center for the teachers, subprofessionals, and other personnel who work with migrant and/or educationally deprived children; (2) to develop a working curriculum which will enable teachers and others involved with migrants to better understand, cope with, and solve the problems of migrant children; (3) to present to all interested citizens in migrant areas information concerning the nature of migrant problems and current preventive and corrective methods; (4) to establish a structure for communication between individuals, agencies, and organizations involved with or interested in migrant problems through a regional information center and through direct assistance by staff members; (5) to train people for work in the various Migrant Opportunity Centers throughout the United States."

***665. Values and Teaching,** *Merrill Harmin, Delinquency Study Project, Southern Illinois University, Edwardsville, Illinois.*

The correspondent and some colleagues have been concerned with the effect on intergroup understandings, attitudes, and behaviors of certain methods and materials concerned with values. The methods and materials have been refined and tried in several school systems on an exploratory, informal, but persistent basis. They have been extensively used in a summer workshop held at Rutgers University for the past four years. Teachers learned several strategies for helping students classify their own values (not for helping students accept the adult values). Teachers then worked with their own classes and collected anecdotal data.

Findings are still indefinite. Although the data are described as highly subjective, it is felt that indications are that "helping students to clarify their values seems to help promote democratic ideal behavior, but it is difficult for many teachers to learn the appropriate teaching strategies."

***666. Project CAUSE (Counselor-Adviser University Summer Education),** *Harry Kranz, Manpower Operations, Bureau of Employment Security, U.S. Labor Department, Room 5111, Main Labor Building, 14th Street and Constitution Avenue N.W., Washington, D.C.*

In the summer of 1964 Project CAUSE I trained 1,724 youth advisers (noncollege graduates) and counselor aides (college graduates) in 35 colleges and universities. In the summer of 1965, Project CAUSE II trained 1,586 counselor trainees (college graduates), master's degree counselors, and community workers (nondegree, indigenous workers) in 38 colleges and universities. University training was followed by on-the-job training in Youth Opportunity Centers or local offices of the employment service.

It was believed that dedicated persons, not formally trained in a recognized school of counseling, can be recruited, and following a summer of university work supplemented by on-the-job training, can take on and satisfactorily perform subprofessional counseling roles. Nearly 2,000 CAUSE trainees have been hired for work with disadvantaged youth in the public employment service. Reports indicate that their performance is satisfactory and, in many instances, outstanding. A research project to evaluate the results of these placements is in the planning stage.

667. An Institute to Help Administrators, Teachers, and Counseling Personnel Use Human Relations to Maximize Educational Opportunity in Several Kansas and Missouri School Districts, *Daniel U. Levine, Center for the Study of Metropolitan Problems in Education, School of Education, University of Missouri at Kansas City, 5100 Rockhill Road, Kansas City, Missouri.*

There are several objectives of this institute: (1) to help school personnel understand the social, psychological, and historical background of conditions resulting in educational disadvantage related to school desegregation; (2) to help individuals in a variety of educational situations improve their understanding of the learning process as it is related to environmental structuring of readiness and human relations aspects; (3) to help classroom personnel improve their competence in teaching minority-group students; (4) to help advance equal educational opportunities regardless of race for students and teachers in participating school districts; (5) to give attention to desegregation problems in participating school districts; and (6) to improve instruction and human relationships in desegregated classrooms in Kansas and Missouri school districts.

The proposed institute will be conducted during the first two weeks of August. Approximately 30 administrative and 50 classroom and counseling personnel will participate in the institute, the majority of them from school districts in Kansas City and Joplin, Missouri; and from Kansas City and Leavenworth, Kansas. The program of the institute will consist primarily of lectures, discussions, work in various types of small groups organized according to area of specialization and community of origin, informal meetings, individual study and research, presentation and analysis of material prepared by participants, discussion of material distributed by the staff, and viewing of films or other graphic materials. One day near the close of the institute will be set aside for the participation of school board members. Both the short-range and the long-range effects of the institute will be evaluated.

***668. An Intergroup Institute for Teachers of Disadvantaged Youth,** *Richard F. Neville, Gordon P. Liddle, and Eric Seidman, College of Education, University of Maryland, College Park, Maryland.*

"The objectives of the program are: (1) to train teachers for effective instruction of the culturally disadvantaged; (2) to destroy the myths surrounding the nature of disadvantaged children; (3) to offer disadvantaged children an exciting, healthful, and educational experience; (4) to extend, during the summer, programs operative in the public schools for disadvantaged youth; (5) to institute a teacher-training program based upon the unification of the practical and theoretical dimensions; (6) to promote the understanding of the differences between subcultural groups and the participating teachers; (7) vividly to present the results of cultural deprivation as expressed in the needs of the children and concomitantly to identify instruction techniques appropriate to the assuagement of these needs; and (8) to promote the cause of intergroup relations by bringing together teachers and children of varied races and creeds.

"The essence of this proposal is founded in the proposition of human interaction as a stimulant to human understanding and professional perceptivity. . . . The children participating in this institute would be drawn from the inner-city population of Washington, D.C. It is anticipated that a number of the teacher-participants will be teaching in the District."

***669. Changes in Teachers' Attitudes Toward Desegregation as a Result of Participation in Institutes on School Desegregation,** *Lawrence S. Wrightsman, Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee.*

Reports on the results of attitude testing in four different institutes held in the South during the summer of 1965 have been collected. The length of each institute was two or three weeks. Before and after the institute each teacher anonymously answered a variety of attitude questionnaires. A total of 600 teachers participated. It was hypothesized that teachers participating in Civil Rights Act-sponsored institutes on desegregation will as a result have more favorable attitudes. In general, there were shifts in the direction of greater acceptance of desegregation on the part of both white and Negro teachers, though the changes were greater among the whites. Most initial attitudes were neutral or essentially favorable toward desegregation, so changes were more of the type of increased acceptance, rather than changes from rejection to acceptance.

BRIEF NOTES

***670. Inner-City Teacher Education Project,** *Central Missouri State College, Warrensburg, Missouri.*

The project is designed to prepare teachers to work in urban centers where economically deprived children predominate. Evaluation is planned for a later stage. This evaluation will be designed to compare these teachers with traditionally prepared teachers on (1) job-satisfaction, (2) tenure, (3) pupil attendance, and (4) job performance. A matched pairs sample of 10–15 pairs will be used.

671. Intercultural Relations Training, *Hedley G. Dimock, Centre for Human Relations and Community Studies, Sir George Williams University, Montreal, Quebec, Canada.*

A developmental program in small groups, based on participation in all aspects of planning, was designed to develop a better understanding among Indians and non-Indians. The sample consists of 25 Indian, Eskimo, and non-Indian youth. The study is described in Project Report No. 4, Centre for Human Relations and Community Studies, Sir George Williams University, Montreal, 1964.

672. An Honors Study Program in Intergroup Relations, *Paul B. Foreman, Department of Sociology, Pennsylvania State University, University Park, Pennsylvania.*

The "service" project is a joint product of the Eleanor Roosevelt Committee on Intergroup Relations, Pennsylvania State University, and the Department of Public Instruction, Harrisburg. The completed work is to be made available to public and parochial high schools in Pennsylvania for use in senior honor society programs.

673. Discussion on Teacher Education, *Melvin Gauwell, Center for Teacher Education, Tulane University, New Orleans, Louisiana.*

A program has been developed at Tulane involving Loyola (white), Dominican (white), Xavier (Negro), and Dillard (Negro) Colleges, in which undergraduate and graduate students in teacher education meet once each month to discuss issues in teacher education. This project is being underwritten by the local Anti-Defamation League.

674. Project TEACH, *Lyle Hanna, School of Education, California State College at Los Angeles, 5151 State College Drive, Los Angeles, California.*

This is an action research program in which college students preparing to teach on the elementary and secondary levels are deeply involved in schools that provide for disadvantaged youth. They take their college methods class and observation, participation, and student teaching in schools in the Watts area of Los Angeles. The project is funded by the President's Commission on Juvenile Delinquency, Department of Health, Education, and Welfare.

***675. A Five-Year Crash and Demonstration Program to Upgrade and Retrain Teachers and Other Professional School Personnel in a Typical "Great City" in the Urban Revolution,** *Trafford P. Maher and Theodore M. Shea, Human Relations Center for Training and Research. St. Louis University, St. Louis, Missouri.*

Lectures, group processes, observations, and demonstrations are provided for teachers, to help them learn to raise the level of education of their students. An experimental group of 30 teachers is matched with a control group each semester; the project has been under way for only one year, and no definite findings are yet available.

The project is funded by the Fund for the Advancement of Education in cooperation with St. Louis University and the St. Louis Board of Education.

676. Intergroup Education, with Emphasis on Education of Inner-City Public School Students and Their Teachers, *Martin Oppenheimer, Department of Sociology, Bryn Mawr College, Bryn Mawr, Pennsylvania.*

Research is associated with a National Defense Education Act Institute held at Goucher College during the summer of 1965. This is more in the nature of an experimental project than a formal research design. A primarily descriptive paper is in process; theoretical constructs are developed in conjunction with the problems raised in the description.

GENERAL GROUP NEEDS

†677. Adult Education Program, *M. Robert Allen, Dean, Division of Continuing Education, University of Miami, Coral Gables, Florida.*

Today's adult education programs in human relations and civil rights, it is believed, are piecemeal and ineffective. It is felt that there is a need for basic research in order better to plan urban and communitywide adult education programs. A proposal has been submitted to the U.S. Office of Education to research the problems of planning, organizing, and implementing a comprehensive program to meet the challenge of today's human relations requirements. Combined university and community teams, under central direction, would survey, compile, and analyze community problems and needs; establish blueprints for action, and coordinate plans for implementation.

***678. Long-Range Planning Project,** *Morris Axelrod, Combined Jewish Philanthropies of Greater Boston, 72 Franklin Street, Boston, Massachusetts.*

It was proposed that the Combined Jewish Philanthropies undertake a three-year project of long-range research and planning to evolve a broader and more comprehensive approach to the determination of needs, programs, priorities, and finances for the next decade. Focus was on the study of the community needs, how individuals meet problems, and how agencies are used. Such an approach involved obtaining basic data on the size and composition of the Jewish population of the Greater Boston area, estimates of the needs of this population for all the types of services which are now being provided by the community, estimates of needs for services not now being provided, and an evaluation of the responsibility of the Jewish community for providing services in relation to the functions and responsibilities of other private and public health and welfare agencies. It was hoped that a research program of this type would be of fundamental help to all the member agencies of the CJP by broadening the context in which they can do their planning. It was also expected that this project in long-range research and planning would provide a demonstration that would be useful to other (non-Jewish) health and welfare agencies in the Boston area.

In the interest of examining entities of problems and needs rather than existing agency programs, services were studied on the basis of the field of interest into which they fall. For example, there was a study of services directed toward the treatment of physical and mental disabilities and the rehabilitation of those affected by them. This study was directed toward the possibilities of attaining integration and continuity of services to affected groups. Similarly, services which aim at improving personal and social adjustment were studied as a unit, and the interrelationship of programs in these areas was examined. Data was gathered on past trends in the extent and character of Jewish services in the various fields; past and projected trends in the provision of services by governmental and private nonsectarian agencies; characteristics of clients now being served, as related to demographic data about the total Jewish population; and changes in sources of financing and categories of expenditures. There are three major types of study involved: (1) demographic studies, (2) studies of needs of special population groups, and (3) studies on the attitudes, motivation, and identification of participants and nonparticipants in Jewish community activities. Data is gathered by survey methods, from general sources, and from agency files.

***679. The Picuris Indians: A Tewa-speaking Pueblo Indian Tribe Located Near Pentasco, New Mexico,** *Herbert W. Dick, Department of Sociology-Anthropology, Adams State College, Alamosa, Colorado.*

Archaeological research is being done in the Picuris's pueblo. "The program is designed to build morale [of the Picuris] by pointing up their past through archaeological research, to give them a standing in the present and future. Money expended in the pueblo has helped; also the fact that someone cares for them and helps them without degradation [to them]. The excavation has brought many hundreds of visitors, about which the Picuris are pleased. We charge to see the excavation and are planning a museum; the Indians provide the labor force. It has done much to lift morale and allow them to be less shy. Thus far great accomplishments have been made in both subtle and direct ways. The Indians have a direction and a goal."

†680. A Program for Preparing Disadvantaged Nonwhites for Successful Careers in Business Enterprises, *Hubert A. Mann, Babson Institute of Business Administration, Babson Park, Massachusetts.*

The thesis of this study is: Far more nonwhites go into trade-type jobs than necessary; a greater number can be trained to be leaders of business enterprises, thus enhancing their economic and social status in the community. Furthermore, nonwhites not only require the same basic business education now being provided largely to whites, but also because of problems peculiar to race or color, need additional "ingredients" in their educational process to assist them in the achievement of economic success. It is felt that the data collected from a survey of successful nonwhite businessmen in the United States will lead to development of educational programs for better preparing nonwhites for successful business careers. Extensive interviews with successful nonwhite businessmen and nonwhites already in executive positions in firms operated by white entrepreneurs will be used. The sample would number approximately 100.

***681. Intergroup Relations Work of New Orleans Social Workers,** *Fred A. Morrow, School of Social Work, Tulane University, New Orleans, Louisiana.*

A study of intergroup relations has been conducted over the past year by 30 graduate students of the Tulane University School of Social Work, in partial fulfillment of requirements for the Master of Social Work degree. The research was carried out under faculty supervision of Mr. Morrow. The focus of the project was on the concept of "intergroup relations" as delineated within the practice of professional social work.

The research problem as generally conceived was to determine the nature and extent of intergroup relations work in both the employment experience and free time of New Orleans social workers. Each student formulated a testable hypothesis derived from the main problem, and the study designs varied according to individual hypotheses. The sample consisted of a representative number of professional social workers who were members of the Southeastern Louisiana Chapter of the National Association of Social Workers during the 1964–65 membership year. This was an exploratory study using a combination of personal interviews and questionnaires in the collection of data.

The general premise of this study was: "The majority of New Orleans social workers seldom engage in intergroup relations work as agency employees, as NASW chapter members, and as citizens of the community." The supervisor reports that at this point the findings are individualized according to each student's hypothesis or particular concern. Over-all analysis and interpretation of the findings have not yet been completed.

***682. Kingston Community Action Project,** *SuzAnne Rosenthal, Kingston Community Action Project, 70 Broadway, Kingston, New York.*

"We are working in a two-ward interracial ghetto area. Main concerns are an investigation of the urban renewal program being initiated in the area, and an effort to insure that adequate relocation is being afforded to those affected by the program. Welfare problems and complaints are being dealt with, and a voter registration drive is being launched, in order to double the present registration in the Sixth and Seventh Wards for the upcoming local election. Research deals mainly with the problems of the community as they arise. These are pertaining to statistics concerning voter registration, background material from CORE [Congress of Racial Equality], and figures about urban renewal relocation and planning. By working in connection with the local CORE chapter, and meeting with city officials as well as the local populace, we hope to wield enough power to force reforms in the major areas of concern. Motivating individual members of the community toward more active participation will, we hope, develop indigenous leaders.

"Basic revision of the welfare codes for the state of New York would be invaluable in cutting down the amount of inefficiency in the system. A federal check into the urban renewal program of Kingston, as it stands now, is essential, since the basic needs of the people being affected are being ignored (e.g., adequate relocation is lacking)."

***683. Dialect Remediation in Philadelphia, Pennsylvania,** *U.S. Department of Labor, Office of Manpower, Automation, and Training, Washington, D.C.*

This research is complementary to an experimental and demonstrational program for dialect remediation training conducted by Temple University. The demonstration project is training 160 young Negro women in occupations requiring a considerable degree of communication skill. The employability of the students is severely limited in these occupations by problems of dialect. The research project is to test the efficiency of special techniques in aiding Negroes with dialect problems in obtaining jobs which require considerable communication skill, and to explore sociopsychological factors as they relate to remediation and motivation for employment.

Participants consist of two groups of 80 persons each matched on the basis of level of dialect problem, age, and intelligence. Each group is attending remedial English classes identical except that the experimental group receives sequential programed remediation lessons, and pairs students who serve both as teachers and students.

Three types of data were collected during the training phase: phonetic distortion levels and grammatical achievement before and after remediation training; levels of performance for individuals and for paired students for each phonetic program; and levels of aspiration, motivation, and ethnic identification, before and after remediation training. The follow-up phase consists of the collection and evaluation of data on types of communication facility, fellow employees, evaluation of ability to communicate, employers' rating of general demeanor, and employees' rating of job satisfaction and future plans.

A final report of this project, being conducted by Temple University in Philadelphia, will be submitted on August 31, 1966.

BRIEF NOTES

***684. Nurseries in Cross-Cultural Education,** *John Connelly, Department of Education, San Francisco State College, San Francisco, California.*

The general aim of the project is to assess the effects of a cross-cultural nursery school as an instrument for promoting mental health in a community that is being subjected to the stresses of redevelopment. Sixty children and their families will be involved in three morning nursery schools conducted by six teachers widely diverse as to age, race, social class, etc. This is a project of the National Institute of Mental Health.

***685. Needs of the Culturally Disadvantaged in Fitchburg, Massachusetts,** *Harry L. Crowley, State College at Fitchburg, Fitchburg, Massachusetts.*

A survey of the needs of the neighborhood in culturally deprived areas of Fitchburg in conjunction with the Mental Health Clinic and the Community Action Committee of Fitchburg is being conducted by the use of questionnaires. It is felt that the people living in the slum areas of the city are not aware of the opportunities now available to them, and that more services are needed for them.

686. Organizations of the Poor, *Jonathan Andrew Freedman, Community Action Training Center, Syracuse University, 804 Madison Street, Syracuse, New York.*

This research has concentrated upon (1) techniques used by organizers in building organizations of the poor, and (2) the development of newly formed organizations. This involves intergroup relations in that these organizations have members from many ethnic and religious groups. The sample consists of organizers and organizations of the Community Action Training Center. A wide variety of techniques will be used and studied to determine which are the most effective.

***687. The Family Life Improvement Project: A Research-Action Approach to Prevent Family Disorganization,** *Ludwig L. Geismar, Graduate School of Social Work, Rutgers University, New Brunswick, New Jersey.*

This longitudinal study on the social functioning of a random sample of young Newark families is intended to establish predictors of family stability and disorganization. The service goal is to prevent or reduce family disorganization by early, multifaceted social work intervention.

†688. An Evaluation Program for the McDowell County Community Action Programs, *Larry R. Goulet, Human Resources Research Institute, West Virginia University, Morgantown, West Virginia.*

A multifaceted study is being designed by an interdisciplinary team of investigators, to assess the effects of an antipoverty program. The sample will be drawn in McDowell County, West Virginia.

CRIME AND DELINQUENCY

689. The First Five Years: Youth Development Center, *Youth Development Center, Syracuse University, Syracuse, New York.*

"The Syracuse University Youth Development Center opened its doors in July, 1958. It had two staff members, a five-year grant from the Ford Foundation, and a directive to explore the social ill known as juvenile delinquency. Now, five years later, the Youth Development Center has a staff of ninety, a second five-year grant from the Ford Foundation, a burgeoning research program, and a collection of ideas, opinions, and hard data on a variety of youth problems. In 1963 [The report covers 1958–63.—Ed.] we are looking not only at delinquency but at youth in general and the social worlds in which they grow up. We have come to realize that the urban problem of high rates of delinquency is inextricably tied to the urban problems of poverty, dependency, and race. Financial support comes not only from the Ford Foundation but from the New York State Division for Youth, the National Institute of Mental Health, the National Science Foundation, the Syracuse Mayor's Commission for Youth, the United States Social Security Administration, and from an annual budget supplement made by Syracuse University."

The report provides a sketch of the center's work from 1958 through 1963. The topical headings are: Youth Problems: The Legal Setting; Youth Problems: The School Setting; Youth Problems: The Family Setting; Youth Problems; Dropouts and the World of Work; Youth Problems: The Community Setting; Youth Problems: Poverty and Social Action; Youth Problems: An Historical Perspective; Youth Problems: Educating Ourselves and Others; Program Projections; and Consultation Services. Reports are given on all of the research, demonstration, and training programs that have been completed, are currently under way, or are contemplated for the near future.

IX. INTERNATIONAL RELATIONS

690. Children's International Summer Villages, Inc. (CISV): Action Research Directed Toward Peace, *Doris Twitchell Allen, CISV Research Center, Department of Psychology, University of Cincinnati, Cincinnati, Ohio.*

"Children's International Summer Villages (CISV) is an international organization directed toward improved relations among all countries. Its program starts with preadolescent children in their formative years when experience can be deep and lasting. Through four-week CISVillages (camps) composed of delegations of four 11-year-old boys and girls and one adult accompanist from each of 8 to 12 nations, the program promotes close friendships around the world, and a desire to work with peoples of all countries toward global peace. Forty-six countries have held from one to eleven villages. By the end of 1965, a total of 67 villages will have been held."

Research has been focused on two questions: "Are CISV youth distinguishable from non-CISV youth?" and "Are changes in the 11-year-old child delegate distinguishable at the end of the four weeks of a CISVillage?" Both questions have been answered in the affirmative by the researchers.

***691. Project Mexico,** *Mother Mary Aloysius, Dean of Students, Rosemont College, Rosemont, Pennsylvania.*

Ten students spent the second semester in weekly Spanish lessons, Mexican culture discussions, and catechistic techniques. They worked for two months in the summer of 1965 in Hidalgo, Mexico, teaching English and catechism and assisting in a dispensary.

692. A Case Study of the Effects of Visiting in American Homes on the Opinions of a Selected Group of Students From Abroad, *Florence F. Heilpern, 169 North West 97th Street, Miami Shores, Florida.*

This was an investigation of changes in perceptions of American home life as reported by students from abroad who visit in American homes. The study had the following objectives: (1) to obtain information about the students' initial preconceptions about American family life; and (2) to determine whether, after visiting with several families, the students' opinions of American home life had changed, and, if so, in what respects.

The study is based on the attitudes and reactions of 40 international students from abroad who were in residence at International House, New York, and who had come to the United States for the first time during the fall of 1962. Selection of the subjects was made on the basis of the convenience and cooperation of those students who volunteered to participate in this study and who were willing to express their opinions freely.

The data were obtained by means of two interviews. Using an interview guide, the students were interviewed shortly after their arrival to International House. Prior to their departure, a further focused interview took place after the students had visited in an American home several times. The interviews were supplemented by information acquired through informal group discussions and by means of participant observation on the part of the investigator.

"From the students' responses the following conclusions were of special interest: (1) The American family was friendly and hospitable; (2) there was a democratic relationship in the home; (3) the students approved of the liberal relationship between the parents and the children; (4) they observed that elderly parents were treated respectfully; (5) the students agreed that young people were given responsibility for their actions; (6) they approved of the tolerance shown for the diversity in religion; (7) the concept of materialism took on different interpretations after knowing American families; (8) culture in the home was reflected in the decor of the interiors, the display of good reading materials, the collection of classical records and paintings, and the quality of the furniture."

***693. The Intercultural Committee,** *Mrs. Marion R. Quinlan, Norwich Free Academy, Norwich, Connecticut.*

Mrs. Quinlan, adviser to the group, reports that the purpose of the Intercultural Committee is to inspire students toward better group relationships through understanding and discussion of the problems which stem from ethnic, religious, economic, political, and social differences. Group discussions take place during monthly meetings. In addition there are a number of annual projects: an annual trip for senior members to the U.N.; an international dinner for all members during Brotherhood Week; an annual Institute Day (last year the theme was the American Indian); assistance to the Norwich Committee in U.N.I.C.E.F. projects; clothing drives for needy children; financial adoption of two foster children—one in South Korea and the other in Ecuador; assistance to new students from other states or countries; and maintenance of intercultural reading shelves in the school library and in the city library.

694. A Study of the Extracurricular Activities Interests Among American and International Students on the College Campus, *Jane C. Szutu, Clarence A. Dykstra Hall, 401 Wolfskill Drive, University of California, Los Angeles, California.*

The problem of this study was to learn the nature of extracurricular interests of the two groups, so that more meaningful student activities could be planned to maximize opportunities for interaction during this phase of college life and, in turn, to promote better understanding among people of different national, ethnic, racial, and/or religious backgrounds. The study was designed to develop an extracurricular activities interests profile for American students and one for students from abroad, to determine similar interests shared by the two groups. The study was also designed to find out the participation patterns of American and foreign students in activities presently available on the campus and to determine the effectiveness of existing programs.

Students in the sample were American and foreign students from Southern Illinois University during the academic years 1962–64. Two check lists, one on general extracurricular activities (e.g., movies, dancing, reading) and the other on existing extracurricular activities (e.g., social fraternities, special interests clubs, intramurals) were used. Students were asked to check the activities which they pursue and the frequency of their participation in these activities. Each item in both check lists was tallied for both groups. These figures were converted to percentages and compared.

It was found that the extracurricular activities *interests* profiles of both groups differed very little. The two groups, however, *participated* in different existing activities, though their participation levels in these activities were the same.

X. STUDENT STUDIES

695. Discriminatory Practices in Sororities and Fraternities at the University of Vermont Campus, *B'nai B'rith Hillel Foundation, 389 College Street, Burlington, Vermont.*

Students on the University of Vermont campus conducted this research.

696. Negro Discrimination and Prejudice in Owensboro, Kentucky, *Margaret B. Britton, Department of Sociology, Kentucky Wesleyan College, Kentucky.*

Three members of a class in minority relations during the fall semester of 1965 did some independent research in Owensboro in an attempt to ascertain the extent of discrimination and prejudice toward the Negro in this community. Students planned their own research, which was primarily of the pilot study variety, to see what areas were of concern to the Negro population. They used an interview schedule and went from door to door in the predominately Negro areas of town. The sample is biased toward the lower-class Negro, toward the Negroes who are at home in the afternoon, and toward those who have congregated in two areas of town.

The students reported the following findings: (1) Most Negroes in Owensboro seemed to feel no discrimination in education, a little in finding occupational opportunities, a little in receiving service in stores. (2) Most were not aware of a Mayor's Commission on Human Rights and were not concerned particularly with discrimination. (3) There were some complaints about housing, but no concerted efforts to do anything about housing conditions were being made. (4) There is a hint that the actual Negro leadership is different from the leadership which the Mayor's Council has tried to work through.

697. Negro-White Relationships in Jersey City, *John W. Dykstra, Department of Social Science and Human Relations Institute, Jersey City State College, Jersey City, New Jersey.*

A group of 14 students were involved in gathering information on this topic. The experience was designed to help the students better to comprehend the distinction between social science and social speculation. Both questionnaires and interviews were used. None of the findings indicated that Jersey City differed significantly from other northeastern cities.

698. Racial Attitudes and Relations in a Town in Ohio, *John H. Goshorn, Jr., Department of Sociology, Hiram College, Box 214, Hiram, Ohio.*

The Stratification and Ethnic Relations class at Hiram College, under their instructor's direction, conducted a survey of racial attitudes and relations in a town in Ohio during the winter quarter of 1966. The objectives of the project were to obtain a picture of race relations in a small northeastern Ohio community, and to give the students some direct experience of the racial situation. Since many of the students had no previous research experience, the design was a very elementary one using very informal procedures. Interviews with open-ended questionnaires were relied upon, and samples were based upon neighborhoods previously identified as to class and ethnic composition by key community persons.

The students reported the following findings: (1) This town is a rather static and complacent community which largely believes it has no real problems; however, considerable prejudice was found, particularly among workingclass and Southern-Appalachian whites. (2) Considerable discrimination was found in jobs and income levels and in law enforcement; however, the older Negroes are largely apathetic, while the younger Negroes were dissatisfied but without being able to identify clearly the sources of their dissatisfactions.

699. Neighborhood Study in Pittsburgh, *Clifford C. Ham, Urban Affairs Department, Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, Pennsylvania.*

The class in Urban Renewal Administration studied an area with a population of about 10,000 in Pittsburgh. The population was approximately half Negro and half of Italian background.

An intensive neighborhood study was undertaken, and was followed by the designing of an urban renewal project to promote intergroup relations.

700. Availability of Apartments for Negroes in Long Beach, California, *George W. Korber, Department of Sociology, 1825 Hackett Avenue, Long Beach, California.*

Approximately 20 students interviewed a random selection of about 60 apartment house managers in Long Beach. The question they were to answer was: "To what extent is discrimination in availability of apartments evident in this area?" The students found almost complete and categorical discrimination prevalent in the "all-white" apartments.

701. Intergroup Relations Studies by Students in Introductory Sociology, *Michael G. Modern, Carl Feigenbaum, R. Valenzi, students of Malcolm R. Willison, Department of Sociology and Anthropology, Union College, Schenectady, New York.*

"Racial Awareness and Reactions to Race Differences in First- and Second-Grade Children," Michael G. Modern. A year's study, during once-a-week assistance at a class of first and second graders, observing whether racially conscious remarks or racially correlated behavior shows any race awareness, was carried out to test the hypothesis that race awareness increases with age and with the proportion of Negro children. The researcher reports positive findings.

"Negro Church and Its Role," Carl Feigenbaum. The researcher hypothesized that Negro churches have had to change their appeal through more active concern with social issues. Interviews were conducted with a minister from a church in Schenectady, New York, and a minister in Phoenecia, New York. Too little data was used, but the researcher reports that his findings were positive.

"Italian Ethnic Reaction to Discrimination from the First to the Third Generation," V. Valenzi. Using formal interviews, informal conversation, observation, and personal memories the researcher, a native of the town, contrasted the initial and the present position of Italians in Mechanicville. He hypothesized that forceful reaction to discrimination ends discrimination. He reports that his hypothesis was confirmed.

702. Anti-Negro Sentiment in Wausau, *Warren R. Paap, Department of Sociology, University of Wisconsin, Marathon County Center, Wausau, Wisconsin.*

Two of Mr. Paap's students in the Social Problems course conducted an investigation of anti-Negro sentiment in Wausau. Using a modified Bogardus Social-Distance Scale, they received 100 returns from 125 distributed questionnaires. Using criteria from Warner, they grouped the respondents in seven occupational groups, and their general finding was that the higher the occupational status of the respondent, the less social distance he desired from various Negro occupational categories. In each of the respondent categories, the respondents desired less social distance from higher Negro occupations than from lower ones. Because these students were freshmen and sophomores, no tests of significance were run.

***703. A Combined Project for Anthropology Teaching and Research in Taiwan,** *Mei-Chun Tang, Department of Archaeology and Anthropology, National Taiwan University, Taipei, Taiwan, Republic of China.*

Students, under the supervision of Mr. Tang, will do experimental field work for a period of two weeks in the tribal, mountain village of Lai-i. The instructor is himself doing research in this village. Located only eight kilometers from the plain, the village has been considerably influenced by the adjacent Han people. It is believed that the village will provide some valuable data for the study of cultural change. The researcher already reports the finding that the increasing tendency of one-way marriages, the mountain women marrying the men of the plain, has worsened relations between the two sides. The project is financially supported by the Harvard-Yenching Institute in Cambridge, Massachusetts.

704. Negro Student Motivation in the Junior High School Years, *Jane W. Torrey, Department of Psychology, Connecticut College, New London, Connecticut.*

Negroes (already known to drop in grade-point average more than whites on entering the town's only junior high school) were expected to show some difference from whites in expressed interest in school work. College girls (white) in the correspondent's Social Psychology class interviewed high school students in school and under school auspices. Success in achieving rapport varied somewhat.

No obvious differences in expressed goals were shown. Negro boys, however, expressed more unrealistic vocational goals (goals incompatible with their present course of study or achievement) than did other age-sex groups. White boys much less often reported knowing their parents' attitudes toward their study habits.

705. West Indian Immigrants in Sheffield: A Study Group Report, *T. H. Tunn, Education Office, P.O. Box 67, Leopold Street, Sheffield, England.*

This is the report of a study group whose members, aged mainly between 16 and 21, have been drawn from L.E.A. youth clubs in Sheffield (17 members) and from the Sheffield West Indian community (10 members). These young people were guided and assisted by a small group of nine adults—five West Indian with four local Youth Service personnel. The period of study was September and October, 1965.

The study group tried to explore the situation regarding West Indian immigrants in Sheffield to see if there were any ways by which young people could help to promote a better understanding in the community. The young people were divided in three subgroups, and each subgroup had, at times convenient to members of the group, visited various organizations—youth clubs, community associations, workingmen's clubs, employers, doctors, etc. —asking prepared questions. The reporter mentions that "this report makes no attempt to present a complete picture of West Indians in Sheffield or to provide detailed figures or other statistical data."

XI. SUMMARY PAPERS

706. Research in Minorities: A Set of Working Papers, *Emily D. Dale, Department of Sociology, Illinois Wesleyan University, Bloomington, Illinois.*

A 415-page manuscript designed to be used as a set of working papers for teachers and activists in intergroup relations was compiled from over 500 books and articles. The list and application of minority group relations research from 1943 to 1964 is summarized.

The author reports finding quantitative change in various areas, the absence of "Adorno-type" theorists among sociological analysts, and balance in regional research.

707. Tension Areas and World Politics, *Feliks Gross, Department of Sociology, Brooklyn College of the City University of New York, Brooklyn, New York.*

The hypotheses of this study are that the variety of intergroup relations result in different patterns of tension, that public institutions may escalate or reduce intergroup tensions, and that in the past intergroup tensions were frequently used as elements of strategy for international expansions. The method of research for this study was the analysis of limited, geographical intergroup tensions. The following major case studies using the comparative approach were examined: (1) Arapaho-Shoshonee relations; (2) Jews and Christians in Cracow, Poland; (3) Germans, Poles, and Czechs in Silesia; (4) Serbs, Albanians, Montenegrins in Kossovo, Yugoslavia; (5) Armenians, Jews, Greeks, and Turks in Chanak, Turkey; (6) interideological tensions in Venezuela; (7) inter-ethnic-interpolitical tensions in the Somali-Ethiopia borderland; (8) public institutions and intergroup tensions in New York.

This study was published by the New York University Press in 1966.

708. The Precipitants and Underlying Conditions of Race Riots, *Stanley Lieberson and Arnold R. Silverman, Department* *of Sociology, 409 Social Science Building, University of Wisconsin, Madison, Wisconsin.*

"The immediate precipitants and underlying conditions of 76 race riots in the United States between 1913 and 1963 are examined, using journalistic accounts and census data. The precipitants tend to be highly charged violations of one racial group by the other—rape, murder, assault, and police brutality. Since many of these precipitants are normally dealt with by established community institutions and because the response is not restricted to the alleged aggressor, various underlying conditions must be present. Hypotheses derived from earlier case studies and texts on collective behavior are examined to determine why riots occur where they do rather than in other cities of comparable size and location. Occupational and municipal government characteristics influence the occurrence of riots; demographic and housing characteristics do not. Riots seem most likely to occur in communities where institutional malfunctioning, cross-pressures, or their inadequacies are such that the city is unable to resolve racial problems."

This study was published in the *American Sociological Review*, December, 1965.

709. Knowing and Educating the Disadvantaged: An Annotated Bibliography, *Alfred M. Potts 2nd, Department of Education, Center for Cultural Studies, Adams State College, Alamosa, Colorado.*

The project was expanded from a series of research-demonstration designs for developing education programs for adult agricultural migrants to include all phases and types of disadvantage. The main purpose was to include materials descriptive of conditions and characteristics relevant to educational needs. U.S. literature of the past 40 years was searched, selected, annotated, and cross-indexed. All relevant general publications, periodical articles, and educational media materials relating to socio-econo-cultural disadvantage are included.

The 460-page, mimeographed bibliography may be obtained from the Center for Cultural Studies, Adams State College, Alamosa, Colorado, at $4.75 postpaid.

BRIEF NOTES

710. Survey Research Projects Dealing with Educational and Social Problems, *Iraj Ayman, National Institute of Psychology, Box 741, Tehran, Iran.*

†711. Race and Intergroup Relations, *Ruth Bennett, Biometrics Research, 722 West 168th Street, New York, New York.*

Currently working with the Scientists' Committee for Public Information and the Scientists' Institute for Public Information, the author plans to prepare a lecturer's manual on this subject. The manual will be based on a literature review and experience of the lecturers.

712. Insight: A Bibliography on Intergroup Relations, *Paul B. Foreman, Department of Sociology, Pennsylvania State University, University Park, Pennsylvania.*

The bibliography was to be distributed monthly during the 1965–66 academic year by the Department of Public Instruction to 4,600 public and parochial school principals, librarians, teachers, etc., in Pennsylvania. Books can be purchased with National Defense Education Act funds (about 60 per issue to be reported), and visuals are immediately reviewed for state purchase for Pennsylvania regional depositories (about 25 per issue).

713. Initial Bibliography of Immigration and Race, *M. C. Grayshon, Institute of Education, University of Nottingham, Nottingham, England, and V. P. Houghton, Department of Education, Hugh Fraser University, British Columbia, Canada.*

This paper was published by the Institute of Education, Nottingham University, as Educational Paper No. 6. A future article in *Race,* the journal of the Institute of Race Relations in London, will discuss reasons for making certain selections in the paper. A more definite edition in a more permanent form is planned for the autumn.

***714. A Comparative Study of Intergroup Tensions and Riots in U.S. Cities,** *Alfred McClung Lee, Department of Sociology, Brooklyn College of the City University of New York, Brooklyn, New York.*

***715. Cultural Differences,** *Carma R. Leigh, California State Library, Box 2037, Sacramento, California.*

The library compiles a quarterly annotated bibliography on intergroup relations, which is used in the State Personnel Board's training programs.

***716. School Integration; A Partially Annotated Bibliography, 1962–65,** *Franklin Parker, Box 338, University of Oklahoma, Norman, Oklahoma.*

717. Social History of Immigration to Britain since 1840, *Sheila Patterson, Institute of Race Relations, 36 Jermyn Street, London, S.W.I., England.*

718. A Selected Annotated Bibliography of Education of the Culturally Disadvantaged, *Melvin I. Semmel and Carol Midgley, Center for Research on Language and Language Behavior, 1315 Hill Street, Ann Arbor, Michigan.*

***719. An Historical and Legal Study of Racial Factors in School Admission and Districting,** *Meyer Weinberg, Integrated Education Magazine, 343 South Dearborn Street, Chicago, Illinois.*

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